A SENIOR ENGLISH GRAMMAR AND COMPOSITION

WITH
EXERCISES IN FUNCTIONAL GRAMMAR,
CORRECT USAGE, SENTENCE STRUCTURE,
COMPREHENSION AND CREATIVE COMPOSITION

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Thoroughly Revised and Improved Edition



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INTRODUCTION

A Senior English Grammar and Composition has been written with a view to teaching the fundamentals and basic principles of Functional Grammar and Correct Usage to Indian children who have their own peculiar difficulties in learning to speak and write the English language, since English is not their mother tongue and is not spoken freely in their homes.

Every attempt has been made to make the study of grammar appealing and interesting to young students. The grammar that has been introduced is a beautiful synthesis of the traditional grammar and the modern structural approach. Such a happy blend will surely enable pupils to learn all the language skills in a proper way.

Lessons have been so devised as to correlate the teaching of functional grammar with the teaching of composition. Tests of the Objective Type and Multiple Choice Questions have been given throughout the book. All the new items that have been prescribed for the Senior School Certificate examination by the various Boards in India have been fully dealt with.

Liberal space has been devoted to written composition. All the important branches of English composition have been fully covered; namely, paragraph-writing,comprehension of unseen passages, precis-writing (or summarizing) letter-writing,story-writing,and writing Narrative, Descriptive, Reflective and Imaginative Essays on subjects within pupils' experience.

It is confidently hoped that this thoroughly revised and improved edition, with its new features, will go a long way in enabling students to master thoroughly the fundamental skills of the English language and preparing them fully for the All India Secondary Examination under 10 + 2 pattern.

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PART I

FUNCTIONAL GRAMMAR AND CORRECT USAGE

CHAPTER I

THE SENTENCE

1. Read the following groups of words :—

   1. An aeroplane flies in the air.
   2. The sun rises in the east.
   3. February is the shortest month of the year.

Each of these groups of words makes *complete* sense.

A group of words that makes complete sense is called a **Sentence.**

Kinds of Sentences

2. Sentences can do *four* kinds of things. A sentence can—

   (1) Make a *statement* ; as,
   The earth moves round the sun. (*Affirmative*)
   He never tells a lie. (*Negative*)

A sentence that *states* or *declares* something is called an **Assertive** or **Declarative** Sentence.

   (2) Ask a *question* ; as,
   What is the matter ?
   Who does not love his country ?

A sentence that asks a *question* is called an **Interrogative Sentence.**

   (3) Express some *command, request, entreaty* or *wish* ; as,
   Never surrender. (*Command*)
   Lend me your book, please. (*Request*)
   Help me, O God. (*Entreaty*)
   God save the Queen. (*Wish*)

A sentence that expressess a *command* a *request* an *entreaty* or a *desire* is called an **Imperative Sentence**

(4) Express some *strong or sudden feeling* as
How hot it is !
What a clever girl you are !

A sentence that expresses some *strong* or *sudden feeling* is called an **Exclamatory Sentence**

3 *From the above it is clear that*

(1)	Every sentence begins with a *Capital letter*
(2)	A *Full Stop* ( ) is placed at the end of every *Declarative* or *Imperative* Sentence.
(3)	*A Question Mark* (?) is placed at the end of every *Interrogative* Sentence.
(4)	An *Exclamation Mark* (!) is placed at the end of every *Exclamatory Sentence.*

Exercise 1 *Say in the case of each of the following sentences whether it is* Declarative Interrogative Imperative *or* Exclamatory —

1 Mind your own business
2 How much is this book ?
3 What a fool you are !
4 Please let me work.
5 Do not make a noise.
6 This house is to let.
7 Did the clock strike ?
8 Pray excuse me

Exercise 2 *Rewrite each of the following sentences correctly after putting in the proper punctuation marks* —

1 what a good boy you are *What a good boy you are !*
2 how sweet this rose smells
3 what is the time by your watch
4 would you mind waiting a few minutes
5 what nonsense you talk
6 please help me to lift this box
7 you must never lie or cheat
8 will you have a little more coffee
9 what have I done to offend you
10 can I speak to you for a few minutes

RE ARRANGEMENT OF JUMBLED WORDS

4 We have already read that a group of jumbled words does not make a sentence Only a group of words that makes complete sense is called a Sentence

Examples :

(*i*) me, he, to, study, law, advised.
(*ii*) pardon, to, him, the, judge, prisoner, the, begged.
(*iii*) where, soldiers, determined, were, they, the, were, stay, to.
(*iv*) defence, something, students, do, also, can, for, the, their, country, of.
(*v*) prime, the, announced, minister, relief, the, people, to, all, the, of, district.

Answers :

(*i*) He advised me to study law.
(*ii*) The prisoner begged the judge to pardon him.
(*iii*) The soldiers were determined to stay where they were.
(*iv*) Students also can do something for the defence of their country.
(*v*) The Prime Minister announced relief to all the people of the district.

Exercise 3. *Rearrange the words given below to form meaningful sentences :—*

1. they, come, not, have, a, pity, what !
2. you, can, tell, me, the, way, the , nearest, inn, to ?
3. there, were, people, many, at, concert, the ?
4. a, joy, is, for, ever, of, beauty, a, thing.
5. like, luggage, carrying, I, odd, jobs, to, used, do.
6. now, then, and, looking, way, that, she, not, help, could.
7. have, these, mangoes. flavour, delicious, what, a !
8. is, work, the, noblest, of, God, honest, an, man .
9. you, would, mind, staying, my, here, longer, a, little ?
10. telling, lies, let, never, me, catch, you.

CHAPTER II

SUBJECT AND PREDICATE

5. Every sentence consists of *two* parts :—

(1) *The person or thing we speak about.*
(2) *What we speak about that person or thing.*

Consider the following sentence :—

Peter is an intelligent boy.

In this sentence, (i) we speak about Peter, and (*ii*) what we say about him is that he *is an intelligent boy*

The name of the person or thing we speak about is called the **Subject.**

What we say about the Subject is called the Predicate

SUBJECT	PREDICATE
Aeroplanes	zoom
That black dog	bit the poor beggar
The poor little girl	sat in a corner
The boys of our school	made Raman captain
Mountains	add to the beauty of a country

6 Sometimes in sentences expressing *orders* or *requests* the Subject is left out as

"Sit down" means "*You* sit down"

"Thank you" means "*I* thank you"

In the following sentences the Subject and also part of the Predicate are unexpressed as

What a beautiful night ! = What a beautiful night it is !

Shocking ! = It is shocking

Exercise 4 *Divide the following sentences into Subject and Predicate* —

1 The girl wearing a red frock is my sister
2 Barking dogs seldom bite
3 Some mischievous boys were throwing stones at birds
4 A barking sound the shepherd hears
5 Sweet are the uses of adversity
6 The Himalayas are the highest mountains in the world
7 The boy standing in the corner is my cousin
8 All the boys and teachers of our school take part in games

Exercise 5 *Chose from* B *the Predicate which goes with the Subject in* A —

A (*Subjects*)	B (*Predicates*)
1 An aeroplane	(a) were not easy
2 A fireman	(b) was appointed
3 A bad workman	(c) flies in the air
4 An empty vessel	(d) wears a helmet.
5 The beautiful rainbow	(e) blames his tools
6 A nurse	(f) soon faded away
7 A committee of five	(g) works in a hospital
8 All the questions	(h) makes much noise

Exercise 6. *Add Predicates to these Subjects* :—

1. The shortest month of the year ————————————
2. The girl standing in the corner ————————————
3. His mother and father ————————————
4. The most intelligent boy in our class ————————————
5. The richest man in our village ————————————
6. All the children of our school ————————————
7. The woman holding a baby in her arms ————————————
8. The *Ramayana* ————————————

Exercise 7. *Add Subjects to these Predicates* .—

1. ————was appointed monitor.
2. ————is the highest mountain in the world
3. ————sells fruit and vegetables.
4. ————was the greatest leader of our country
5. ————moves round the sun.
6. ————made a great deal of noise.
7. ————is celebrated by our school every year
8. ————can speak English very well

CHAPTER III

FRAMING QUESTIONS AND ANSWERS

7. Consider the different answers that may be made to the following question —

Did your sister pass the examination ?

The four possible answers are :—

(a) { Yes, my sister passed the examination
No, my sister did not pass the examination

(b) { Yes, she passed the examination
No, she did not pass the examination

(c) { Yes, she passed it.
No, she didn't pass it

(d) { Yes, she did
No, she didn't

The long and complete answers as in (a) and (b) are formal and unnatural In spoken English, the short answers as in (c) and (d) are the most natural and common

Other examples are —

{ Can you lend me ten rupees ?
{ Yes I can (Instead of can lend you ten rupees)

{ Have you read this story ?
{ No I haven't (Instead of haven't read this story)

{ Does he like oranges ?
{ Yes, he does (Instead of likes oranges)

{ Who discovered America ?
{ Columbus did (Instead of discovered America)

{ Which boys work hardest ?
{ Harry and Tony do (Instead of work hardest)

{ How much of it was destroyed ?
{ Half of it was (Instead of was destroyed)

Exercise 8 *Complete the answers to the following questions as shown in the box Where the answer is negative give the shortened form* —

e g | Does Ashok like apples ? No he *doesn t* |

1 Does she go to the cinema every Sunday ?
Yes except when she is ill she————————

2 Will they have enough money ?
No I don't think they————————

3 Will she have enough money ?
No I don t think she————————

4 Does his mother speak English ?
Yes I think she————————

5 Can your sister speak English ?
No she————————

6 Do you think she really did it ?
Yes I feel sure she————————

7 Have they ever been to New York ?
No I don t suppose they————————

8 Can you lend me a hundred rupees ?
Sorry but I————————

9 Has your sister done well in her examination ?
No I m afraid she————————

10 Has your brother done well in his examination ?
Yes in most subjects he————————

11 Will the weather be fine tomorrow ?
No if the forecast is right it————————

12. Did they all pass the examination ?
    No, they——————————————————
13. Who teaches you English ?
    Miss Green——————————————————
14. Who actually did it ?
    Tom——————————————————
15. How many of you have read this book ?
    All of us——————————————————

FRAMING QUESTIONS FOR THE ANSWERS

8. Sometimes you are asked to frame a question to fit an answer. The nature of the question can be gathered from the word or words printed in bold type.

1. I met **an old woman** in the park last night.
   Who (*m*) did you meet in the park last night ?
2. I met an old woman **in the park** last night.
   Where did you meet an old woman last night ?
3. I met an old woman in the park **last night.**
   When did you meet an old woman in the park ?

Exercise 9. *Supply suitable questions to fit the answers given below, asking about the words printed in bold type :—*

1. My uncle sold his house to **a millionaire.**
2. The maid-servant was talking to **the grocer.**
3. **Mount Everest** is the highest mountain in the world.
4. They are staying **in the countryside.**
5. She is staying with **an old friend of hers.**
6. The policeman was looking for **the thief.**
7. She gave a present to **her aunt.**
8. He met his friend **in the street** last night.
9. The girls were playing with **their new dolls.**
10. They are working for **Thomas Nelson and Sons.**
11. That beautiful car is my **uncle's.**
12. She is living with **her parents** these days.
13. It took them **about six years** to make the film on Gandhiji.
14. My uncle goes to the office **by car.**
15. I got this medicine **from the chemist's.**
16. Our conversation was entirely about **business matters.**
17. I found it **in the cupboard.**
18. We intend to stay there **for two weeks.**
19. My uncle is **a mechanical engineer.**
20. Maria reads to **a blind girl** every week.

CHAPTER IV

QUESTION TAGS

9 In English people often make a statement and then add a little question on to the end of it. We frequently hear people saying things like

Peter works hard *doesn t he ?*
She came home late *didn t she ?*
He doesn t like reading *does he ?*
She can t see very well *can she ?*

This type of sentence— a statement followed by a little question called a 'Question Tag'— is generally used when we want the listener to confirm what we have said

10 Notice that the first and second statements
Peter works hard
She came home late
are followed by *negative* Question Tags

—doesn t he ?
—didn t she ?

The third and fourth statements
He doesn t like reading
She can t see very well
are followed by *positive* Question Tags

—does he ?
—can she ?

So we see that when the statement is *positive* the Tag is *negative* when the statement is *negative* the Tag is *positive*

11 Here are some more examples

A You are coming tomorrow *aren t you ?*
She speaks English *doesn t she ?*
You know her well *don t you ?*
You have met her before *haven t you ?*
He came early this morning *didn t he ?*
She will visit us tomorrow *won t she ?*

B He can t understand English *can he ?*
You shouldn t tell lies *should you ?*
He hasn t finished his work yet *has he ?*
She doesn t look well *does she ?*
She didn t tell lies *did she ?*
She won t help us *will she ?*

Exercise 10. *Add the appropriate positive Question Tags to the following :—*

1. She didn't come home late.
2. She hasn't paid her fees yet.
3. Mary didn't pass her examination.
4. They haven't had tea yet.
5. They didn't tell lies.
6. We can't cross the street here.
7. She doesn't understand English.
8. The horse didn't win the race.
9. They won't help us.
10. They couldn't answer any of the questions.
11. They aren't clever enough.
12. He wasn't present at the party.
13. They don't know her.
14. She doesn't speak English.
15. She hasn't come yet.
16. The boy wouldn't speak the truth.
17. Jack and Jill didn't pass.
18. They won't attend the meeting.
19. We mustn't be impatient.
20. She shouldn't tell lies.

Exercise 11. *Add the appropriate negative Question Tags :—*

1. A farmer is an important person.
2. He grows food for the country.
3. The girl won the prize.
4. All the students have done well.
5. Judges wear wigs.
6. We must serve our country.
7. We ought to help her.
8. Missionaries are devoted persons.
9. She'll visit us tomorrow.
10. They have gone to their village today
11. The fisherman caught nothing
12. She speaks French
13. They could go early if they wanted.
14. She went home early.
15. We must leave soon
16. We ought to go to bed now

17 He usually comes home late
18 She came early this morning
19 I will see her tonight.
20 We had to finish our homework quickly

CHAPTER V

SOME ANOMALOUS FINITES

12 Verbs can be either (*i*) Non Finites or (*ii*) Finites

1 The Non Finites are the Infinitives (present and perfect) the Participles (present and past) and the Gerund (also called the Verbal Noun) The Non Finites of the Verb *be* are
(to) be (to) have been being and *been.*

2 The Finites are parts of the Verb other than the Non Finites. The Finites of the Verb *be* are
am is are was were

13 The term **Anomalous Finite** is used of the 24 Finites given below

am is are was were	will would
have has had	can, could
do does did	may might
shall should	must, ought, need, dare, used

AM, IS ARE, WAS, WERF

14 The finites of the verb **be** (**am, is, are, was, were**) are Auxiliary when used —

(a) With a Past Participle to form the Passive Voice as,
They *were* told to stay where they were
We *were* informed in time

(b) With a Present Participle to form the progressive tenses as
She *is* writing a letter
They *were* playing chess

15 The verb be is not an Auxiliary Verb when it is used —

(a) Meaning "to exist" as
There *are* two kinds of camels the Bactenan camel and the Arabian camel

(b) Meaning "to happen "to take place" as
When *is* the wedding to be ?

(c) Meaning "to go" or "to visit" ; as,
I *have been* to Goa.
Have you ever *been* to see her ?

NOTE.—In this case, the verb **be** is used only in the Perfect Tenses.

(*d*) To express **how** or **where** a person or a thing is ; as,
The cat *is* under the table.
How *is* your sister ?

(e) With an Adjective or a Noun ; as,
The box *is* too small.
He *is* a good teacher.

16. The Auxiliary *do* is not used for the formation of the negative and interrogative. The interrogative-negative may be formed with auxiliary *do. Do* is used with the Imperative.

Why don't you be more careful ?
Why don't you be a man and face your troubles boldly ?
Why don't you be (=train in order to become) a mechanic ?
Do be quiet ! Do be patient ! Don't be so excited !

HAS, HAVE, HAD

17. The finites **have (have, has, had)** are anomalous when they are used as auxiliaries to form the Perfect Tenses ; as,

I *have* taken my camera.
He *has* left. She *hasn't* left. *Has* she left ?
They *had* left. They *hadn't* left. *Had* they left ?
She *will have* arrived by now.

18. *Have* is used to indicate *possession* or *ownership* of material objects ; as,

How many pens *have* you (*have* you got) ?
Ashok *hasn't* got *(hasn't)* a pen.
Have you got any money ?
Did you *have* ten rupees yesterday ?
No ! I *hadn't* ten rupees yesterday.

19. *Have* is also used to indicate permanent connections and relationships. *Got* is used with *have* and *has* in colloquial language

This car *has* four doors
This jacket *has* four pockets
Has Mira blue eyes or brown eyes ?

He *has* not a very good character
You *have* a brother
King Dasaratha *had* four sons
How many pockets *has* your jacket got ?
Hasn t she got long hair ?
I ve got only one brother
Have you *got* many friends in the town ?

20 When the verb *have* is used to express something that is *habitual* or *occasional* (but not permanent) it is conjugated in the negative and interrogative with the auxiliary verb *do* , as

Does your friend *have* much money to spend ?
He *doesn t have* much time for sports and amusements
Did the Roman slaves *have* the right to own property ?

21 When the verb *have* means the same as **experience**, it is conjugated in the negative and interrogative with the auxiliary do as

Do they *have* much difficulty in learning Sanskrit ?
Savages *do* not *have* the toothache
Did you *have* a good sleep ?
Did he *have* a pleasant journey ?
Did you *have* (=experience) any difficulty in finding my house ?

22 *Have* is also used with such meanings as *take get* or *receive* , as

Do you *have* (=drink) coffee or milk for breakfast ?
At what time do you *have* (=take) breakfast ?
I *have* breakfast at eight.
They *had* dinner at twelve
We don t *have* tea at four
Do you *have* tea at five ?
How often do you *have* (=take receive) English lessons ?
At what time do you *have* a bath ?

23 When we ask or order somebody to do something when we cause something to be done by somebody we may use the various tenses of the verb *have* This is called the causative use of the verb *have*

I must *have* my shoes mended
We shall *have* some visiting cards printed
He *had* his hair cut yesterday
He *didn t have* his hair cut yesterday
Did he *have* his hair cut yesterday ?

24 *Have* is also used to indicate *obligation* or *necessity*

He *has to be* (=is obliged to be) there at ten

At what time do you *have to be* in the office every day ?
I *have to be* (=have got to be) in the office at nine instead of at ten tomorrow.
We don't *have to go* to school on Saturdays.
They *had to* work hard for a living.
She *had* to travel by air.
I *have to* attend her wedding.
You *will have to* start at once.
He *would* not *have* to work so hard if he had not fallen ill at the beginning of the academic year.

25. Instead of saying :—
I must ask the shoemaker to mend my shoes.
He is going to tell the barber to cut his hair.
I shall ask the printer to print some visiting-cards.

We say :—

I must **have** my shoes mended.
He is going to **have** his hair cut.
I shall **have** some visiting-cards printed.

NOTE —The prepositional object after **by** is omitted.
It is unnecessary to say : **by the shoemaker ; by the barber ; by the printer.**

Exercise 12. *Re-write the following sentences, using the finites of the verb* **have** (see the examples given above) :—

1. I must ask the tailor to make a new suit for me.
2. I shall ask the photographer to take my photograph.
3. He asked his dentist to take out a bad tooth last week.
4. He is going to tell the workmen to whitewash the house.
5. I shall ask them to clean these rooms thoroughly.
6. I shall ask the plumber to repair the leaking water-taps.

26. Instead of saying :—
We were obliged to do it.
It was necessary for us to do it.
We were compelled to do it.
We may say :—

We **had** to do it.

Exercise 13. *Re-write the following sentences, using the verb* **have** (see the example given above) .—

1. It will be necessary for you to start at once.

2 She was obliged to travel by bus
3 It is necessary for her to leave at once
4 I hear that you were obliged to go to court.
5 It is not necessary for us to go to school on Sundays
6 We were obliged to start early
7 They will be compelled to sign the contract.
8 Is it necessary for him to work so hard ?
9 She will be compelled to sell her ornaments
10 Was it necessary for you to leave so soon ?
11 It will be necessary for her to work so hard
12 They were obliged to leave the town
13 It was not necessary for us to answer all the ten questions
14 They were obliged to work hard for their living
15 They were compelled to agree to her terms

DO, DOES, DID

27 (a) As a Principal Verb —

1 They *do* [=perform] their work well.
2. *Do* [=act] as I tell you

(b) As an Auxiliary Verb —

3 *Do* they work hard ? [Here the Verb *do* helps to form a question]
4 They *do not* work hard [Here the Verb *do* helps to form a negation]

(c) To form the Emphatic Affirmative —

5 If I *do* see her I'll give her your message
6 You *do* play well
7 *Do* come in, won t you ?
8 They *do* work hard [Here the verb *do* helps to emphasise an assertion]
9 She didn t say much but what she *did* say was very important.

28 The Verb *do* is also used as a substitute for other verbs except *be* as

He works more than you *do* (=work)
Did you find it ? Yes I *did* (=found it)
Who broke the chair ? Ashok *did* (=broke the chair)
Who wants to come with me ? All of us *do* (=want to go with you)
She didn t often grumble and when she *did* (grumbled) no one paid any attention to her

I hear you failed in the examination. No, I *didn't* (=I did not fail in the examination).

Did you not expect me ? Yes, I *did* (=expected you).

She likes mangoes, and so *do* I. [Here *do*=like mangoes.]

She went to town yesterday, and so *did* I. [Here *did* =went to town.]

MAY, MIGHT

29. *May* as a Principal Verb is used to denote —

(1) Permission ; as,

May I go out ? *May* I come in ? Yes, you *may*.

May I borrow your toothbrush ? No, you *may* not.

You *may* go now. [= You are permitted to go now.]

You *may* go out when you have finished your work.

He *may* go tomorrow.

If he wished he *might* go tomorrow.

If he had wished he *might* have gone yesterday.

He *may* not go now. [=I will not let him go now.]

Members *may* not (= are not permitted to) borrow from the library more than two books at a time.

He *might* not go tomorrow unless you wished.

He *might* enter the college next year.

(2) Doubt, uncertainty; as,

He *may* arrive at the station in time if he hurries.

She *may* not have spoken the truth.

(3) Possibility ; as,

It *may* rain tonight. [=It is possible that it will rain tonight.]

It *may* be true. [=It is possibly true.]

He *may* be away from home tomorrow.

He *may* come today.

She *may* pass if she works hard.

Kamala *may* win the first prize in English.

You *may* lead a horse to the water but you cannot make it drink

If I ask her again, she *may* refuse.

I'm afraid that something serious *may* happen.

I was afraid that if I asked her again, she *might* refuse.

He *might* not have come even if we had asked him.

NOTE. —In this case **may** is used in the **affirmative** but not in the negative or interrogative.

30. *May* and *might* are used in questions.

May I trouble you to pass the salt ?

Might I borrow your pen a minute ?

(5) Inevitability as
We *must* all die

USES OF SHALL

35 In *Assertive* Sentences, *Shall* in the *First Person* simply gives information about the *future* action, as

I *shall* help you We *shall go* together
I *shall* be rewarded We *shall* pass
I *shall* be sixteen on Monday
I *shall* be much obliged to you
We *shall* sing and dance together

36 *Shall* in the *Second* and *Third Persons* is used to denote—

(1) A *promise* as
You *shall* have a holiday tomorrow
You *shall* have a medal if you win
He *shall* be rewarded if he stands first in English

(2) A *command* as,
Thou *shalt* not steal. [=Thou art commanded not to steal]
He *shall* go [He is commanded to go]
Thou *shalt* love thy neighbour as thyself

(3) A *threat* as
If you do this you *shall* be dismissed
He *shall* be punished if he does that again

(4) *Determination*, as
You *shall* go there [=You *will be obliged* to go there]
He *shall* obey me [=He *will be obliged* to obey me]
You *shall* apologize for that.

(5) *Compulsion*, as
You *shall* come to school at ten.
Members *shall* pay their fees by the 10th of every month

37 In *Interrogative* Sentences —

(1) *Shall* indicates *simple futurity*, *permission* or *desire* of the person spoken to in the First Person as
Shall I be wasting in despair ? (*Simple futurity*)
Shall I open the window ? [=Do you wish me to open the window ?]
Shall we go out ? [=Do you *permit* us to go out ?]
Shall I thread the needle for you ? [=Do you *want* me to thread the needle for you ?]
Shall we carry the box into the house for you ?

(2) *Shall* indicates *simple futurity* in the *Second Person* ; as,
Shall you go there ? (*Simple futurity*)

(3) *Shall* expresses the *command* or *desire* of the person spoken to in the *Third Person* ; as,
Shall he go ? [= Do you wish or command him to go ?]
Shall the porter carry your box upstairs ? [= Do you want, or would you like, the porter to carry your box upstairs ?]
Shall the messenger wait ? [= Do you want the messenger to wait ?]

USES OF WILL

38. In *Assertive* Sentences, *Will* in the *Second* and *Third Persons* indicates *simple futurity*, without any reference to the wish of the *agent* ; as,
He *will* win the first prize.
You *will* be able to do it in no time
Anyone *will* tell you the way to the Taj, if you ask.

39. *Will* in the *First Person* is used to denote —

(1) *Determination* ; as,
I *will* do as I like. [= I am *determined* to do as I like.]
We *will* not submit. [= We are *determined* not to submit.]
I *will* succeed or die in the attempt.

(2) A *promise* ; as,
I *will* help you. [= I *promise* to help you.]
I *will* behave better next time. [= I *promise* to behave better next time.]

(3) A *threat* ; as,
I *will* expose her. [= I *threaten* to expose her.]
I *will* punish you if you don't behave yourself.
I *will* dismiss you if you come late again.

(4) A *wish* ; as,
I *will* go home. [= It denotes wish on the part of the speaker]
I *will* visit the Taj. [= I wish to visit the Taj.]

(5) *Willingness* ; as,
I *will* lend you my pen. [= I am willing to lend you my pen]
Well, I *will* do this for her sake.

40. In *Interrogative* Sentences —

(1) *Will* is not used at all in the *First Person*. Never say :
Will I ? *Will* we ?

How much *should* I contribute towards the relief fund ?
Do you think she *should* apologize ?
You *shouldn't* give the child a knife to play with

(3) To indicate *disapproval of something* that was done in the past as
You *shouldn't have* laughed at her mistakes
She *shouldn't have* given the child a knife to play with

(4) The express *supposition possibility condition* as
If it *should rain* the school will remain closed
Should danger come we shall be prepared to meet it
You will never learn it though you *should* try your best.
If your parents disapprove of the plan, you *should* give it up

(5) To express *purpose* and *result* in the clauses introduced by *in order that* and *so that* as
We put up a fence *so that* our neighbours *should* not overlook us.
Twenty copies of the book were bought *so that* each girl in the class *should* have one
We hid it carefully *so that* none *should* see it.
I did it *in order that* all *should* be satisfied

(6) After *lest* to express a *negative purpose* as
Take heed *lest* you *should* fall
They shot the tiger *lest* he *should* escape
He ran fast *lest* he *should* miss the train

(7) In dependent clauses after verbs and phrases indicating determination or willingness threats orders or promises as
I promised my brother that he *should* have a new pen
I have ordered that he *should* (*shouldn't*) play today
The officer gave orders that we *should* be well looked after
Is your father willing that you *should* go abroad ?

USES OF WOULD

43 *Would* the past form of *will*, is used—

(1) To express a *wish* as
I *would* know what my duty is
A man cannot always do what he *would*
Do as you *would* be done by
I *would* like to see that book
Would you like to come to the library with me ?

(2) To indicate *refusal* ; as,
She *wouldn't* (= refused to) answer any questions.
The engine *wouldn't* start.
The wound *wouldn't* heal.

(3) To express *determination* ; as,
He *would* have his own *way*. [= He was determined to have his own way.]
He *would* not lie.

(4) To express past *habit* ; as,
She *would* sit [= was in the habit of sitting] for hours in her garden and knit.
After lunch he *would* generally have a short nap.
He *would* talk upon the subject for hours together.

(5) To express *willingness* in the past ; as,
She said that she *would* help me.
I *would* do as you bid.

(6) In *polite speech* ; as,
Would you please lend me your book ? [= Please lend me your book.]
Would you mind waiting here until I return ?
Would you mind helping me to lift this box ?
Would you mind not smoking in the dining-room, please ?
Would you mind if I shut the window ?

(7) To denote *condition* or *uncertainty* ; as,
If he should hear of your marriage, he *would* be surprised
He *wouldn't* do it unless you were to order him to do it
Even if you were to try, you *wouldn't* be able to defeat him
If you were to start early tomorrow morning, you *would* reach there before sunrise.
Had she met me, I *would* have told her everything
I *would* go there, if I were allowed

OUGHT TO

44. *Ought* is used to express *desirability*, *moral obligation*, and *duties* *Ought* is a defective verb. It can indicate present or future time. It takes an Infinitive as Object ; as,

We *ought* to love our neighbours.
[= It is our duty to love our neighbours]
We *ought* to work hard

I *ought* to visit my sister tomorrow
You *ought* to get better marks
You *ought* to help your poor friends
He *ought* to be ashamed of his rude behaviour
Everybody *ought* to love his country.
We *ought* not to walk on the grass
We *ought* not to abuse a beggar
We *ought* not to make a noise in the class
Ought we to go there? Yes I think you *ought* (to)
I told her that she *ought* to do it, so she did it.

45 *Ought to have* with a Past Participle is used to indicate a *past obligation* that was not fulfilled or carried out.

You *ought to have* helped her (but you did not)
He *ought to have* been more careful (He was not careful enough.)
She *ought to have* obeyed her husband (It was her duty to obey her husband.)
He *ought to have* worked hard.
I *ought to have* visited my sister yesterday

46 *Ought not to have* is used to indicate *disapproval of something that was done in the past*

You *ought not to have* laughed at her mistakes
She *ought not to have* treated her husband like that.

Exercise 15 *Fill in the blanks with* ought should have must *or* may —

1 ———I open the window?
2 ———we play in the garden?
3 We———not to walk on the grass
4 I am working hard now so that I———pass this year
5 We———to help the poor people
6 We———not spit on the floor
7 You———keep your promise
8 I———to have visited my sister yesterday
9 They———to work hard for a living
10 You———keep your promise
11 Little children———be careful when crossing the road
12 You———take exercise daily
13 ———God bless you!
14 He———be mad to do this
15 They———to do their homework every day

Exercise 16. *Fill in the blanks with the correct word out of the following :—*

shall, should ; will, would ; can, could ; may, might ; must, ought.

1. We————go shopping next week. We————need a lot of things for the holidays.
2. We————not waste time in idle gossip.
3. It————rain soon. (It is likely to happen.)
4. You————see a doctor at once. (It is an advice.)
5. ————you please stop talking ?
6. You————go only when you have finished your work.
7. ————you rather have tea or coffee ?
8. I————learn English, and nobody————stop me.
9. I————rather prefer not to give any explanation.
10. One————obey one's parents.
11. You————go home whenever you like.
12. ————you lend me some money ?
13. I————like you to answer my question properly.
14. ————God give you courage to face it !
15. ————you like to have lunch now ?
16. ————you please tell me where the Cinema House is ?
17. I————help you if you deserve it.
18. It————rain, it is so sultry.
19. You————have given him a helping hand. It was your duty
20. I————try to get you a job. I promise.
21. The doctor told me that I————not smoke any more.
22. I————come even if it rains.
23. One————always be kind to others.
24. If you have a ticket, you————go inside.
25. I————not attend the meeting yesterday because I was ill.
26. We————go to the station by taxi ; it is getting late.
27. ————I come in ? I'm sorry I am late.
28. You————to respect your elders.
29. Your mother likes mangoes. You————to buy some for her.
30. Your mother is sleeping. You————not speak loudly.

NEED

47. When *need* = *stand in need of, require*, it has Third Person Singular Present Tense *needs*

I *need* to work harder.

I *need* a holiday
We *need* many things for our journey
She *needs* a little rest
He *doesn t need* new shoes
Does she *need* a new frock ?
It *needs* to be done with great care
The work *needs* time and patience
The blind man *needs* somebody to help him across the road.
These socks *need* to be darned (*need* darning)
Do you *need* to work so hard ?
He *doesn t need* to work so hard does he ?
[Here the meaning is 'be obliged be compelled]

48 The anomalous finite *need* is not used in the affirmative It is used only in the negative and interrogative It forms its Third Person Singular Present Tense without *s*, and takes as its Object an Infinitive without *to* as

He *need* not copy out the whole page
She *need* not come here tomorrow
He *need* not worry at all about us
She *need* not write all of them but she must write the last two
Need he work so hard ?
He *needn t* work so hard, need he ?
Need she apologize to him ?

NOTE —The regular verb can be used in the Past Tense with a *to*-infinitive

They didn t *need* to hurry [= It was not necessary for them *to* hurry]

USED TO

49 *Used* is anomalous It has the negative *usedn t* and the interrogative *used* (*we* , *he she* etc) In tag-questions and responses however *did* often replaces *used*.

The past tense *used* expresses what was repeatedly seen or done during a period of time in the past

There *used* to be a building here before the war
She *used* to play chess before her marriage
People *used* to think that the sun travelled round the earth
Life is not so hard as it *used* to be
We *used* to enjoy their pleasant company
They *used* to go swimming every morning

She *used* to go to the temple every morning.
I *used* not to smoke ; I took it up only a year ago.
You *used* to smoke a pipe, *usedn't* you ?

But *didn't use to* is also found ; as,

I think I know that man. *Didn't* he *use to* keep a car ?

It may also express a permanent state in the past

There *used to* be a cinema house here before the war.
When I lived here, many years ago, there *used to* be a well near the temple

50. Used to=*be accustomed* to ; as,

He's not *used to* hard manual labour.
I'm not *used to* a hot climate
I am not *used to* this kind of treatment.
I am not *used to* walking long distances.
They soon got *used to* drinking tea without any sugar in it.
I am not *used to* drinking tea without any sugar in it.

Exercise 17. *Rewrite each of these sentences, using* 'used to' *instead of* 'be in the habit of' *as shown* :—

He was in the habit of drinking too much alcohol.
= He *used to* drink too much alcohol.

1. She was in the habit of visiting the temple on Sundays.
2. They were in the habit of swimming in the lake every day.
3. The pupils were in the habit of going to the cinema on Saturdays.
4. The officers were in the habit of arriving late at the office.
5. His mother was in the habit of watching the television every evening.
6. His father was in the habit of taking his lunch to the office.
7. The girls were in the habit of playing tricks upon their teacher
8. My sister was in the habit of cycling to school.
9. My parents were in the habit of going to the hills every summer.
10. They were in the habit of going to bed late.

Exercise 18. *Rewrite each of these sentences, using* 'used to' *instead of* 'be accustomed to', *as shown* :—

The general was accustomed to giving orders.
= The general was *used to* giving orders.

1. He was not accustomed to obeying orders
2. As they were not accustomed to a humid climate, they fell ill.
3. If your sister is accustomed to hard work, she shouldn't be so tired

4 As they were not accustomed to the new teacher's ways they didn't like him
5 If you are not accustomed to the noises of the city, it's difficult to enjoy your stay there
6 The boy was soon accustomed to the strict rules of the hostel
7 I am not accustomed to being spoken to in that way
8 The lazy maid servant wasn't accustomed to getting up early
9 His father wasn't accustomed to wearing a suit
10 The boys were accustomed to riding ponies

Exercise 19 *Rewrite each of these sentences as directed* —

1 It is not necessary for you to answer all the questions
(Rewrite using *need*.)
2 She was in the habit of visiting us regularly in those days
(Rewrite using *used*.)
3 We are not accustomed to that kind of work.
(Rewrite using *used*.)
4 My grandmother was in the habit of telling us stories when we were children
(Rewrite using *used*.)
5 It is not necessary for you to attend the meeting
(Rewrite using *need*.)
6 He was in the habit of taking coffee after meals but now he doesn't.
(Rewrite, using *used*.)
7 She was in the habit of wearing jewellery when she was young
(Rewrite using *used*.)
8 They soon became accustomed to hard work and poor food.
(Rewrite using *used*.)
9 It is not necessary for her to come here tomorrow
(Rewrite using *need*.)
10 He was not accustomed to that kind of treatment.
(Rewrite using *used*.)

HAVE TO

51 *Have to* is used to indicate *obligation*, as

He *has to be* (= is obliged to be) there at ten

At what time do you *have to be* in the office every day?

I *have to be* (= have got to be) in the office at nine instead of at ten tomorrow

We don't *have to* go to school on Saturdays

They *had* to work hard for a living.
I *have to* attend her wedding.

DARE

52. Note the following uses of the verb *'dare'* :—

(1) *Present Tense* :
I *dare* to declare that what she says is not true.
I never *dare* to say things like that, do I ?
I am surprised that he *dares* to play jokes on the Headmaster.
He does not *dare* to refuse what you ask.
Does she *dare* to jump out of the window ?
He doesn't *dare* to ring her up again, does he ? No, he doesn't.

(2) The verb *dare* (= venture, have courage) has the form *dare* for the third person singular, present tense, when it is followed by a negative ; as,
He *dare* not take such a foolish step.
He *dare* not oppose us.
He *dare* not punish the child.
He *dare* not ask her again, dare he ? No, he *dare* not.
She *dare* not go out alone on a dark night.

(3) *Past Tense* :
They *dared* not say such things again.
The roads were covered with ice yesterday. They *dared* not take their car out.
They were afraid of an accident. They *dared* not go very fast.

(4) *Interrogative Sentences* :
How *dare* you ride a cycle without brakes ?
How *dare* you speak against your teacher ?
How *dare* you insult your mother like that ?

Exercise 20. *Fill in the missing forms* of 'dare' :—

1. He did not———to wander in the streets at night.
2. They———not sleep in the open in winter, ———they ?
3. ———your sister touch a snake ?
4. Sometimes he———to climb up a tree to get a bird's eggs, ———he ?
5. ——— I ask you to lend me ten rupees ?
6. How———you ride a cycle without brakes ?
7. He———not ask you again, ———he ? No, he———not.
8. They———not drive very fast, ———they ?

9 She———not disobey her husband
10 The dog barked so loudly that we———not approach it

Exercise 21 (Miscellaneous) *Fill in each blank with the correct word choosing it from those given in brackets —*

1 ———I speak to the Principal for a minute ? (*may, can will must*)
2 The breeze is cool and fresh, it———rain soon (*may, can will must*)
3 You———apologize to your mother for your rude behaviour (*can may must will*)
4 The rich———help the poor (*should would must might*)
5 She———speak French when she was hardly five (*should would could might*)
6 Visitors———take off their shoes before going into the temple (*should must ought can*)
7 We———buy any sugar There s enough in the house (*can t needn t shouldn t wouldn t*)
8 In order to produce good crops we———use fertilizers (*may must can shall*)
9 We———live in a big house when we were children (*should ought to used to had to*)
10 My parents———feed the poor on my birthday (*should would used to ought to*)
11 She———say such rude things about me (dare not mustn t needn t, oughtn t)
12 How———you defy the orders of your boss ? (*need dare should would*)
13 He———obey you whether he likes it or not. (*will shall should would*)
14 Sometimes the boys———play a trick on their teacher (*will would shall should*)
15 ———you do me a favour ? (*shall will may can*)
16 You———not answer all the questions but you———answer the last four (*must need can, will, would shall should*)
17 ———you mind waiting here a few minutes ? (*should, would can may*)
18 We———hear someone singing in the bathroom (*might could would should*)
19 He———have stolen your pen (*would could should might*)
20 I m afraid the news———be true (*can, may will shall*)

CHAPTER VI

NON-FINITE FORMS OF VERBS

THE INFINITIVE

53. There are three groups of *non-finities* :—

1. The **Infinitive** :
   To write, to speak, to break. (Present Infinitive)
   To have written, to have spoken, to have broken (Perfect Infinitive)
2. The **Participle** :
   Writing, speaking, breaking. (Present Participle)
   Written, spoken, broken (Past Participle)
3. The **Gerund** or **Verbal Noun** :
   Writing, speaking, breaking

54. The Infinitives are used both with and without with *to.*

Examples :

I want *to dance*
I ought *to have danced.*
I *can dance.*
I could *have danced.*

In the first two sentences the *Infinitives* (italicized) are used with *to.* These are called '*to*-Infinitives'.

In the last two sentences the *Infinitives* are used without *to.* These are called 'bare Infinitives'.

55. The Infinitive may sometimes be used as the Subject of a Finite Verb.

To steal is wrong.
To find fault is easy.
To play with explosives is dangerous.
To waste your money is foolish.
To eat too much is harmful

These sentences look awkward. It is better to use a preparatory *it* as the Subject in each case.

It is	wrong	to steal
It is	easy	to find fault.
It is	dangerous	to play with explosives.
It is	foolish	to waste your money.
It is	harmful	to eat too much.

56 The same pattern may also be used with a Noun instead of an Adjective preceding the Infinitive

It is a shame	to shout at women
It is a mistake	to ignore the advice of elders
It is a pity	to destroy those old temples
It is a pleasure	to meet a cheerful person
It was fun	to watch the antics of the clowns

57 Preparatory *it* is used when the Subject is the *for* + noun (or pronoun) + *to*- infinitive construction

It is dangerous	for children	to play with fire
It is easy	for monkeys	to climb trees
It is rude	for the young	to make fun of their elders
It is difficult	for a deaf person	to hear
It is not safe	for children	to play in the road.
It is absurd	for you	to quarrel with a lady
It was impossible	for us	to understand her

58 We sometimes have following pattern

It is (was) + adjective + *of* + noun (or pronoun) + *to infinitive* construction

It was very kind	of your parents	to invite us.
It was very good	of your uncle	to take us to the cinema
It was cruel	of those boys	to throw stones at birds
It was foolish	of your sister	to refuse the offer
It was brave	of him	to rescue the child.
It was wrong	of us	to blame the teacher
It was generous	of her	to send me this present.

Exercise 22 *Rewrite the following sentences using the introductory word* it —

1 To walk on the pavement is safe
2 To tell lies is wrong
3 To call people names is not polite
4 To read your writing is difficult.
5 To miss this opportunity would be a pity
6 To deceive your best friend is disgraceful
7 To take more than your share of food is selfish

8. To live without air is impossible.
9. To play with explosives is dangerous.
10. To sit by the fire on a cold evening is pleasant.

Exercise 23. *Expresss the meaning of the following sentences by using an introductory* 'it' *and an* 'of' *adjunct, as shown below* :—

> 1. She was kind to help us.
> = **It was kind of her to help us.**

1. She was kind to help us.
2. She was rude to say that.
3. They were stupid to forget the tickets.
4. She was foolish to sell her ornaments.
5. Those boys were cruel to throw stones at birds.
6. Your uncle was very kind to give us a lift in his car.
7. She was foolish to refuse the offer.
8. The policeman was kind to help the children cross the road.
9. They were wrong to put the blame on their juniors
10. She is silly to say such things.
11. He was cowardly to strike a poor old beggar.

Exercise 24. *Rewrite each of the following sentences in such a way that the verb printed in italics is replaced by an infinitive. Make other necessary changes* :—

> 1. They say that she *is* very rich
> **She is said to be very rich.**

1. They say that she *is* very rich.
2. They say that he *is* very wise.
3. We were surprised when we *heard* the news.
4. The captain was the last man who *left* the sinking ship
5. It was believed that she *was* innocent.
6. He expects that we *shall pass*
7. We believed that she *was* guilty.
8. It was known that he *was* a great liar.
9. She promised that she *would help* us.
10. He has promised that he *will do* his best for us.
11. The governor ordered that the house *should be* burnt.
12. I hope I *shall meet* you again soon.
13. He studied hard that he *might win* a scholarship.

14 The teachers expected that Tony *would get* a first class
15 The chairman was the first man who *arrived* at the meeting

The Infinitive without 'To'

59 *To* is very commonly used with the Infinitive but it is not *a necessary* sign of the Infinitive The following Verbs take the Infinitive without *to*

(1) The Principal Verbs — *Can must let make bid dare please need* and also Verbs denoting some kind of perception *see feel hear know watch* etc

He *can* run very fast [= He is able *to run* very fast]
You *must go* [= You are commanded *to go*]

Let him *stand* there	*Bid* him *do* it.
I *bade* him *go* there	*Please go* there
You *need* not *go* there	*Make* her *sit*
You *dare* not *do* it.	I *saw* him *win* the race
I *felt* him *touch* me	I *heard* her *sing*

NOTE.— In Affirmative sentences *to* is generally used after the Verb *dare* as

He *dared to defy* me He *dared to oppose* her

(2) The Auxiliary Verbs — *Do shall will may might should would*

He *does* not *like her*
Will you *come* with me ?

Also when they are used as Principal Verbs

You *may go* [=You are allowed to go]
I *will do* it [=I am willing to do it]
He *shall go* [=He is compelled to go]

(3) The Infinitive without *to* is used after *had better had rather had sooner would rather sooner than had rather than* as

You had better *read* this book.
I would rather *die* than *suffer* all this
I had rather *dance* than *sing*
I had sooner *run* than *walk*

(4) *To* before the Infinitive is omitted after *than* and after *but* in the sense of expect as

She is better able to *sing* than *dance*
She did no more than *weep*
She did nothing but *laugh* and *sing*

Exercise 25. *Correct the mistakes in these sentences* .—

1. The beggar had no bed to lie.
2. I have no chair to sit.
3. I had rather to play than to work.
4. She did nothing but to laugh and to sing
5. You had better to read this book.
6. She had no dolls to play.
7. We made her to confess.
8. He has some business to attend
9. Make that boy to behave himself.
10. He has a large family to work.

CHAPTER VII

NON-FINITE FORMS OF VERBS

THE PARTICIPLE

60. Read this sentence :—

Hearing the lion's roar, the hunter took aim.

The word *hearing* qualifies the Noun *hunter* as an Adjective does

It is formed from the Verb *hear*, and governs an Object.

Therefore, the word *hearing* is both like a *Verb* and an *Adjective* Such a word is called a **Participle.**

[A **Participle** is so called because it is *partly* a Verb and *partly* an Adjective, and 'participates' in both functions.]

61. There are *two* kinds of Participles :—

(1) *The Present Participle* is always *Active* It denotes an incomplete action or state, and it always ends in *-ing*

I can hear her *singing* a song.

We met a girl *carrying* a basket of flowers

Do you see the boy *riding* on the horse ?

(2) *The Past Participle* denotes an action (or state) which is *completed*, and hence is no longer in progress. The Past Participle used adjectively is *Passive* if the Verb from which it comes is *Transitive* It ends in *-en*, *-n* , or *-ed*, *-d*, *-t*.

Terrified, they stood crowded together.

We saw the trees *laden* with apples.

Blinded by lightning, she fell senseless

Driven by fury, the lion attacked the hunter.

62. A Participle can be used in *three* ways :—

14 The teachers expected that Tony *would get* a first class ,
15 The chairman was the first man who *arrived* at the meeting

The Infinitive without 'To'

59 *To* is very commonly used with the Infinitive, but it is not *a necessary* sign of the Infinitive The following Verbs take the Infinitive without *to*

(1) The Principal Verbs — *Can, must let, make bid dare, please, need* and also Verbs denoting some kind of perception *see feel, hear, know, watch* etc

He *can* run very fast [= He is able *to run* very fast]
You *must go* [= You are commanded *to go*]

Let him *stand* there	*Bid* him *do* it.
I *bade* him *go* there	*Please go* there
You *need* not *go* there	*Make* her *sit*
You *dare* not *do* it	I *saw* him *win* the race
I *felt* him *touch* me	I *heard* her *sing*

NOTE — In Affirmative sentences *to* is generally used after the Verb *dare* as

He *dared to defy* me He *dared to oppose* her

(2) The Auxiliary Verbs — *Do shall will may, might, should, would*

He *does* not *like her*
Will you *come* with me ?

Also when they are used as Principal Verbs

You *may go* [=You are allowed to go]
I *will do* it [=I am willing to do it]
He *shall go* [=He is compelled to go]

(3) The Infinitive without *to* is used after *had better had rather had sooner would rather sooner than had rather than*, as,

You had better *read* this book.
I would rather *die* than *suffer* all this
I had rather *dance* than *sing*
I had sooner *run* than *walk*

(4) *To* before the Infinitive is omitted after *than* and after *but* in the sense of expect as

She is better able to *sing* than *dance*
She did no more than *weep*
She did nothing but *laugh* and *sing*

Exercise 25. *Correct the mistakes in these sentences :—*

1. The beggar had no bed to lie.
2. I have no chair to sit.
3. I had rather to play than to work.
4. She did nothing but to laugh and to sing.
5. You had better to read this book.
6. She had no dolls to play.
7. We made her to confess.
8. He has some business to attend.
9. Make that boy to behave himself.
10. He has a large family to work.

CHAPTER VII

NON-FINITE FORMS OF VERBS

THE PARTICIPLE

60. Read this sentence :—

Hearing the lion's roar, the hunter took aim.

The word *hearing* qualifies the Noun *hunter* as an Adjective does.

It is formed from the Verb *hear*, and governs an Object.

Therefore, the word *hearing* is both like a *Verb* and an *Adjective*. Such a word is called a **Participle.**

[A **Participle** is so called because it is *partly* a Verb and *partly* an Adjective, and 'participates' in both functions.]

61. There are *two* kinds of Participles :—

(1) *The Present Participle* is always *Active*. It denotes an incomplete action or state, and it always ends in *-ing*.

I can hear her *singing* a song.

We met a girl *carrying* a basket of flowers.

Do you see the boy *riding* on the horse ?

(2) *The Past Participle* denotes an action (or state) which is *completed*, and hence is no longer in progress. The Past Participle used adjectively is *Passive* if the Verb from which it comes is *Transitive*. It ends in *-en*, *-n* ; or *-ed*, *-d*, *-t*.

Terrified, they stood crowded together.

We saw the trees *laden* with apples.

Blinded by lightning, she fell senseless.

Driven by fury, the lion attacked the hunter.

62. A Participle can be used in *three* ways :—

(1) As an Attributive Adjective, as,
A *rolling* stone gathers no moss
A *burnt* child dreads the fire
A *lost* opportunity never returns

(2) Predicatively, to complete the sentence, as,
The boy seems *contended* — We found her *weeping*
He appears to be *learned* — The boy came *laughing*

(3) Absolutely, with a Noun or Pronoun going before, as,
The sun having risen, the birds began to sing
The weather being hot, I did not go out.
God willing we shall all pass
The teacher being absent, the boys made a noise
John being ill, the doctor was sent for at once

NOTE —The phrases in italics are called **Absolute Phrases** The Noun or Pronoun that goes before the Participle is called the **Nominative Absolute**, because it is neither the Subject nor the Object of any Finite Verb, but stands alone with its Participle

Wrong Use of Participles

63 Whenever a Participle is used, the Noun or Pronoun to which it refers must also be mentioned, ɿ,

Walking through the park, the sun was very hot

What is wrong with this sentence ? Th sentence as it stands means that the 'sun' was walking through the park. In other words, there is no Noun or Pronoun to which the Participle *walking* refers We should, therefore, rewrite the sentence as,

Walking through the park *I* found the sun very hot.

Here are more examples of th wrong use of the Present Participle —

1 *Arriving* late, the show had already begun [Say—'Arriving late, *he* found that the show had already begun']
2 *Being* a rainy day, I did not go out. [Say—'*It* being a rainy day, I did not go out']
3 *Walking* in the garden, the clock struck ten [Say— 'Walking in the garden, *I* heard the clock strike ten']
4 *Going* round the corner, a horrible sight was seen [Say— 'Going round the corner, *I* saw a horrible sight']
5 *Being* fine I went out for a walk [Say—'*The weather* being fine, I went out for a walk']

64. But the following constructions are right :—

Considering all points, he was quite right.

Roughly speaking [= If one speaks roughly], there were forty persons present there.

Assuming that she is guilty, what is the punishment ?

NOTE.—The Participle is such cases is called an **Impersonal Absolute.**

Exercise 26. *Complete each sentence, by adding a suitable Present Participle or an Infinitive :—*

1. We saw the thief————
2. We watched the train————
3. We eat————
4. They stopped————
5. He's gone out————
6. This house is————
7. Don't hesitate————
8. Her greatest pleasure is————
9. Can you smell something————?
10. She could feel her heart————
11. Did you notice anyone————?
12. We listened to the band————
13. Just look at the balloon————
14. We heard her————
15. We mustn't keep our guests————
16. I found her————
17. The news left us————
18. We caught her————
19. You had better start the engine————
20. Don't let me catch you————

Exercise 27. *Re-write the following sentences, using the Participial construction, as shown below :—*

1. The hunter took careful aim and shot the lion.
   The hunter, *taking careful aim*, shot the lion.
   Taking careful aim, the hunter shot the lion.
2. I saw her weeping and went to see what was wrong.
   Seeing her weeping, I went to see what was wrong.
3. As the weather was warm, I took off my coat.
   The weather being warm, I took off my coat.
4. When we arrived at the station, we saw the train just going out.
   On arriving at the station, we saw the train just going out.

1. The thief saw the policeman and ran away.

2 Mr Green put on his overcoat and went out for a walk.
3 We turned to the left and entered a wood
4 As my friend was not ready, I had to go alone
5 He loudly knocked at the gate and demanded admission
6 As the weather was fine, we went out
7 When he returned home he found the child missing
8 The boy heard the noise and woke up
9 The holy man took pity on the mouse and turned it into a cat.
10 As it was a very hot day, I stayed in the house
11 When we arrived at the station, we found that the train had just left
12 I walked up to the front door and rang the bell
13 The policeman ran with all his speed and was able to catch the thief
14 The thief opened the window and entered the bed room very quietly
15 As they were unable to find the house of their friend they came home again

Exercise 28 *Re write the following sentences using the Past Participle as shown below* —

> 1 The letter was written in a very bad handwriting and was difficult to read.
> The letter (*being*) *written in a very bad handwriting* was difficult to read
> 2 He was encouraged by his success and made further efforts.
> (*Being*) *encouraged by his success* he made further efforts

1 He was dissatisfied with his present pay and resigned his job
2 He was driven out of his country and settled down in a foreign land.
3 He was discouraged by his failure and made no further efforts
4 The old woman was robbed of all her money and found herself helpless in a strange city
5 The sentries were completely exhausted and went to bed at once
6 The master was displeased at what his servant said and ordered him to leave the house at once
7 We were tired of waiting and decided to return home
8 The husband was annoyed at his wife s rude behaviour and went to bed without having dinner
9 The letter was very badly written and we had great difficulty in understanding its contents
10 He was encouraged by his friends and determined to win laurels in life

CHAPTER VIII

NON-FINITE FORMS OF VERBS

THE GERUND

65. Read the following sentence :—

Swimming is a good exercise.

The word *swimming* is formed from the Verb *swim* by adding *-ing*. It is therefore like a *Verb*.

The word *swimming* is the *name* of an *action* and is also the Subject of a sentence. Hence it does the work of a *Noun*.

The word *swimming* is therefore both like a Verb and a Noun. It is therefore a Verb-Noun, and is called a **Gerund.**

66. The forms of the Gerunds and of the Present Participles are identical. How to distinguish between the two ? *Gerunds* are *Verbal Nouns* and *Participles* are *Verbal Adjectives.*

He is fond of *riding*. (*Gerund*)

Riding along the road, he saw a lion. (*Participle*)

67. Since a Gerund is a kind of *Noun*, it may be used :—

(1) As the *Subject* of a Verb ; as,
Sleeping is necessary to health.

(2) As the *Object* of a Transitive Verb ; as,
I enjoy *reading* poetry.

(3) As a *Complement* ; as,
Seeing is *believing*.

(4) As an *Object of a Preposition* ; as,
She is fond of *dancing*.

Exercise 29. *Complete the following sentences, by adding a construction with Gerund or an Infinitive (whichever you think correct)* :—

1. My sister dislikes ______________________________
2. He was punished ______________________________
3. We were prevented ______________________________
4. The manager objected ______________________________
5. I do not intend ______________________________
6. She persisted ______________________________
7. She is waiting ______________________________
8. I am surprised ______________________________
9. I am tired ______________________________

10 She is fond of ——————————
11 I am sorry ——————————
12 Would you mind ——————————?
13 Most children enjoy ——————————
14 My little boy likes ——————————
15 He went home without ——————————
16 He discouraged us ——————————
17 We were very disappointed ——————————
18 My parents are not accustomed ——————————
19 The Headmaster is certain ——————————
20 You will succeed if you keep on ——————————

Correct Usage

68 When a Noun or Pronoun is placed before a Gerund, it must be in the *Possessive Case*, as,

Incorrect. All depends on *Ashok* winning a scholarship
Correct All depends on *Ashok's* winning a scholarship
Incorrect They insisted on *me* starting at once
Correct They insisted on *my* starting at once.

Further examples are —

I hope you will excuse *my* (not *me*) coming late.
They were sorry to hear of *our* (not *us*) being ill
I do not doubt *his* (not *him*) being able to do it.
We rejoiced at *their* (not *them*) winning the match
We enjoyed the *clown's* (not *clown*) falling from the roof

NOTE — In modern English this rule is not always strictly observed

But the *Possessive Case* cannot be used with the Gerund in the following cases —

(1) When the Noun denotes a *lifeless* thing, as
There is no danger of the *wall* falling down
There is no fear of the *train* coming late

(2) When the Gerund is in the *Passive form*, as
Do you approve of *Mohan* being punished?

69 The Infinitive is changed into a Verbal Noun governed by a Preposition after the Verbs *prevent hinder think despair, refrain prohibit abstain* etc

I prevented her *from dancing* [not *to dance*]
She hindered me *from working* [not *to work*]
He thinks *of going* there [not *to go*]

I despair *of succeeding* [not *to succeed*].
You must refrain *from doing that* [not *to do*].
I prohibited him *from going* [not *to go*].
You must abstain *from smoking* [not *to smoke*].

Other examples are :

He couldn't *prevent* the car *from skidding.*
She couldn't *help crying.*
She *prevented* my *writing* to you.
She *kept* us *waiting.*
She *kept* me *from doing* my homework.

70. Note how two sentences or questions may be combined by using the Gerund :—

{ May I smoke ? Does anybody object ?
{ Does anybody object to my smoking ?

Exercise 30. *Join the following pairs of sentences by making the first one in each case an* –ing phrase :—

	We drove along the road. We saw many beautiful buildings.
=	*Driving along the road,* we saw many beautiful buildings.

1. She opened her drawer. She found the missing ring.
2. She ran towards the door. She tripped and fell.
3. He took the corner too quickly. He crashed into a high wall.
4. The cashier sat at the counter. He counted the money carefully.
5. She swept the floor. She found a valuable coin.
6. His father drove his car along the lonely road. He heard a strange noise.
7. The old woman held her purse tightly. The old woman got into the bus.
8. He seized his stick. He rushed out of the house.
9. The stable door was open. The horse was stolen.
10. He looked towards the house. He saw his sister in the garden.

Exercise 31. *Complete the following sentences, as shown:*—

Example :	Hearing a noise,......................
Answer :	Hearing a noise, *I turned round.*

1. Opening the door,...
2. Seizing the stick with both hands,...
3. Seeing the sunshine,..
4. Riding his scooter towards town,...

5 Getting into the bus,
6 Entering the room,
7 Seizing him by the arm,
8 Taking up his gun,
9 Climbing up the hill,
10 Walking along the road,

Exercise 32 *Join the following pairs of sentences by using* 'having' + -en/-ed *The first sentence in each case should be changed into the phrase, as shown —*

He received permission from his father He went to Delhi = *Having received permission from his father* he went to Delhi

1 He had finished eating He stood up to make a speech
2 He had failed in the first attempt. He made no further attempts
3 He had worked all day He lay down to rest.
4 She passed all her examinations. She went up to the university
5 She wrote to her mother She went out to play with her friends.
6 He searched in vain for the ring He decided to go to the police station
7 He received no reply to his letter He decided to send a telegram
8 She had played the piano for the whole morning She didn't like to go to the concert in the evening
9 He bought his ticket He made his way towards the hall
10 He reached the end of the road. He got off his motor bike and waited.

Exercise 33 *Join the following sentences together, using* -en/ ed *phrases The first sentence in each case should be changed into the phrase, as shown —*

He was defeated in the final match He decided to retire from the sport. = *Defeated in the final match* he decided to retire from the sport

1 They were beaten by their enemies They decided to attack again
2 The town is situated on the national highway It is a big centre for trade.
3 He was disappointed with his new employer He decided to resign his position
4 The horse was terrified by the loud explosion The horse bolted at full speed
5 She was deserted by her husband She died of a broken heart
6 He was rejected by all his friends He decided to leave the country

7. She was respected by everyone. She was elected treasurer and secretary of the club.
8. He was struck by her beauty. He decided to marry her.
9. He was dissatisfied with his progress at school. He gave up his studies.
10. The king was driven out of his country. He decided to become *a sanyasi.*

Exercise 34. *Rewrite the following sentences, using a Gerund in place of an Infinitive in each case :—*

1. Can you teach me to swim ?
2. To see is to believe.
3. To give is better than to receive.
4. To ask questions is easier than to answer them.
5. To praise all alike is to praise none.
6. To please everybody is to please nobody.
7. To eat too many sweets is bad for the health.
8. To find fault with everybody is not desirable.
9. To do something is better than to do nothing.
10. To tell a lie is easier than to speak the truth.

CHAPTER IX

THE USES OF THE TENSES

71. The **Simple Present** is used —

(1) To express what is actually now taking place ; as,
Here *comes* Ashok. See, how it *rains* !

(2) To express a habitual action ; as,
He *gets up* early in the morning. [That is, he is in the habit of getting up, etc.]
He *takes* exercise every morning.

(3) To express universal truths ; as,
The soul *is* immortal. The earth *is* round.
The path of duty *is* the way to glory.
The sun *rises* in the east and *sets* in the west.
Where there *is* a will, there *is* a way.

(4) To express a future action, when the futurity is indicated by the context ; as,
The school *starts* again on January 2nd.
The college *reopens* next week.
He *sails* for England next Monday.
We *go* to Delhi next Friday.

81 The **Future Perfect** denotes that an action will be completed at some point of time in the future , as,

I *shall have done* my work before you come

I *shall have finished* this exercise by ten o' clock

You *will have met* your mother before I see you again

Nobody *will have taken* anything from you when you go home this afternoon

I hope you *will have washed* your face before you come into the school again

We *shall* all *have written* something in our note books by the time the school finishes

The play *will have begun* when you get to the theatre

We *shall have reached* the station before the train starts

You *will have heard* this news already

They *will have spent* all their money by then

82 The **Future Perfect Continuous**, 'I *shall have been writing*', means that the action of writing, whether finished or unfinished 'will have been in progress for some time

We *shall have been playing for* three hours when you come here

They *will have been making* preparations for the marriage *for* two months

I *shall have been speaking* to you *for* half an hour when this lesson ends

You *will have been studying* English *for* two years by the end of this year

Ashok *will have been living* in Jaipur *for* ten years by the end of this month

Errors in the Use of Tenses

83 The *Simple Past* is often used wrongly for the *Present Perfect Tense* , as,

Incorrect	I *did* not *write* the letter yet.
Correct	I *have* not *written* the letter yet
Incorrect	I *did* not *hear* from her for a month
Correct	I *have* not *heard* from her for a month
Incorrect	I *lived* in Madras since 1952
Correct	I *have lived* in Madras since 1952

84 The *Present* or *Past Perfect* is often used wrongly for the *Simple Past* as

Incorrect	Columbus *has discovered* America.
Correct	Columbus *discovered* America

Incorrect. The Mughals *have won* the battle of Panipat.
Correct. The Mughals *won* the battle of Panipat.

Incorrect. The servant *has* not *come* when called.
Correct. The servant *did* not *come* when called.

85. The *Present Perfect*, since it denotes *present time*, cannot be connected with an adverb or any word that expresses past time generally or a definite point of past time ; as,

Incorrect. I *have written* a letter to him yesterday.
Correct. I *wrote* a letter to him yesterday.

Incorrect. A new theatre *has been started* last Tuesday.
Correct. A new theatre *was started* last Tuesday.

Incorrect. I *have finished* my work last evening.
Correct. I *finished* my work last evening.

Incorrect. The old man *has died* of cold last night.
Correct. The old man *died* of cold last night.

Incorrect. A moment ago I *have heard* strange news.
Correct. A moment ago I *heard* strange news.

86. The *Past Perfect* is often used wrongly for the *Simple Past* ; as,

Incorrect. I *had written* a letter to her yesterday.
Correct. I *wrote* a letter to her yesterday.

Incorrect. He *had gone* to Bombay last week.
Correct. He *went* to Bombay last week.

Incorrect. We *had gone to* the cinema last night.
Correct. We *went* to the cinema last night.

87. The *Simple Past* is often used wrongly for the *Past Perfect* ; as,

Incorrect. The train *left* before we reached the station.
Correct. The train *had left* before we reached the station.

Incorrect. The patient *died* before the doctor arrived.
Correct. The patient *had died* before the doctor arrived.

Incorrect. I *finished* my work before he came to see me.
Correct. I *had finished* my work before he came to see me.

88. The *Past Perfect* or *Perfect Continuous*, and not the *Simple Past* or *Past Continuous*, is used to express something that continued up to a past time after beginning at a still earlier time ; as,

Incorrect. He told me that she *was* ill for six days.
Correct. He told me that she *had been* ill for six days.

Incorrect He *was fasting* for six weeks when the doctor came
Correct He *had been fasting* for six weeks when the doctor came

89 The *Simple Future* is often used wrongly for the *Future Perfect*, as,
Incorrect He *will reach* home before the sun *will set*
Correct He *will have reached* home before the sun *sets*

Incorrect I *shall leave* this place by the time she *will come*
Correct I *shall have left* this place by the time she *comes*

Exercise 35 *Correct the following sentences* —

1 I lived in Calcutta since 1930
2 She died before her husband came
3 In old times magicians were abusing their power
4 I have written a letter to her last Monday
5 I am reading Kalidasa for the last six days
6 We are working hard since last month
7 Mahatma Gandhi has written *My Experiments with Truth*
8 I was reading this book for six days before you arrived.
9 When I finished my work, I shall take a rest.
10 The guest had left last night.
11 The rain has stopped yesterday
12 He had been born in 1938
13 He is suffering from fever since last night.
14 Stephenson has invented the steam engine
15 He will reach home before the storm will come
16 I left Bihar before the earthquake occurred.
17 She will reach the station before the train will go
18 The great reformer had died in 1980
19 I waited at home for her since 9 o'clock
20 She finished her dinner when I saw her
21 The servant has not answered when I called him
22 The exhibition has been over a week ago
23 I have seen my uncle last night.
24 The new hotel has been opened last Sunday
25 He had gone to Madras last week

Exercise 36 *Select the correct form of the Verb shown in brackets in each sentence and write it in the space opposite* —

1 She {*a* went / *b* has gone} to Agra yesterday ( )

2. He {a. has told / b. told} me a story just now. ( )

3. The train {a. left / b. has left} an hour ago. ( )

4. I felt that I {a. shall / b. should} resign my post. ( )

5. I had gone to school when he {a. came / b. had come} to see me. ( )

6. We shall play if the Headmaster {a. allows / b. allowed} us. ( )

7. I {a. am living / b. have been living} here for a month. ( )

8. It {a. is raining / b. has been raining} all night. ( )

9. He {a. had visited / b. visited} us last month. ( )

10. He {a. failed / b. had failed} last year. ( )

11. The train had left before they {a. reached / b. had reached} the station. ( )

12. I shall have finished my work before he {a. comes / b. had come}. ( )

13. I had finished my work before Ali {a. came / b. had come} to see me. ( )

14. We {a. did not write / b. have not written} the letter yet. ( )

15. They {a. lived / b. have lived} in Delhi since 1952. ( )

16. I {a. am / b. have been} working for two hours. ( )

17. We shall serve you if you {a. come / b. will come}. ( )

18. They had left before he {a. came / b. had come}. ( )

19. I {a. heard / b. have heard} the news just now. ( )

20. I remember {a. to meet / b. having met} her before. ( )

21. Walk carefully lest {a. you should fall / b. you may fall}. ( )

22 He came back after {*a* he posted the letter / *b* he had posted the letter} ( )

23 I wish my brother {*a* was / *b* were} here ( )

24 {*a* Was / *b* Were} I in his place, I should pay off the debt. ( )

25 When he arrived at the station, the train {*a* already left / *b* had already left} ( )

26 Columbus {*a* had discovered / *b* discovered} America. ( )

27 I {*a* have written / *b* wrote} a letter to her yesterday ( )

28 We {*a* had gone / *b* went} to see the cinema last night. ( )

29 He told me that she {*a* was / *b* had been} ill for six weeks ( )

30 By this time tomorrow I {*a* shall reach / *b* shall have reached} home ( )

Exercise 37 *Put the following mark (√) against the clause which correctly completes the sentence —*

1 He had visited many towns before
- *a* he was returning home
- *b* he had returned home
- *c* he returned home

2 You will have reached home before
- *a* the rain was setting in
- *b* the rain sets in
- *c* the rain has set in

3 Three years have passed since
- *a* his father has died
- *b* his father had died
- *c* his father died

4 I had been reading this book for two weeks before
- *a* she had arrived
- *b* she arrived
- *c* she has arrived

5 The rain had stopped when
- *a* we came out
- *b* we had come out
- *c* we would come out

6 The servant had finished his work when
- *a* I had called him
- *b* I called him
- *c* I have called him

7. You cannot secure good marks unless
   a. you do not work hard.
   b. you work hard.
   c. you will work hard.

8. Fever will go down if
   a. you take medicine.
   b. you will take medicine.
   c. you took medicine.

9. I have warned him many times but the
   a. will not listen.
   b. does not listen.
   c. would not listen.

10. I shall have left this place by the time
   a. she will come.
   b. she comes.
   c. she has come.

11. I shall rest after
   a. I will finish my work.
   b. I have finished my work.
   c. I was finishing my work.

12. They will have reached the station before
   a. the train will start.
   b. the train starts.
   c. the train started.

13. I shall get a job before
   a. the week will end.
   b. the week ends.
   c. the week had ended.

Exercise 38. *Write the correct forms of the verbs given in brackets :—*

1. Cricket (play) in England for more than six hundred years now.
2. They (not go) far yet.
3. The first meet (hold) in Athens in 1896.
4. I wish my men (come) quickly and find us.
5. She (not visit) us since last Christmas.
6. While he (cross) the road he (run) over by a speeding car.
7. It (be) almost ten years since my brother (leave) for America.
8. We (not see) her since we (leave) school.
9. Her health (improve) greatly since she (go) to live in the country.
10. Since her husband (die) she (be) very unhappy.
11. It (rain) continuously since four o'clock this morning.
12. She (go) out at eight o'clock, and (not yet return).
13. We (come) to this house in 1975 and (live) here ever since.
14. The train (leave) the station before I (reach) there.

15 I am not at home now, I wish I (be)
16 Mrs. Mody (be) a hairdresser ever since her husband s death
17 She (study) English for two years before she (come) to our school
18 Before she (know) what (happen) they (take) her brooch
19 While I (watch) the television she (cook) dinner in the kitchen.
20 I only just (realise) what she (mean)
21 By the time the brigade (arrive), the house (collapse)
22 I (not meet) her since she (leave) this place two years ago
23 They (live) in Bombay for ten years now
24 At the moment the baby (sleep) in the cradle
24 He (take) a bath when the telephone rang
26 I (tell) you several times that you should work hard
27 He (read) the newspaper when I came in.
28 I (write) the letter before I went to school
29 Ever since I (leave) my home-town in 1975 I (live) in Delhi
30 Although the work (be) difficult, I (finish) it within the given time and (go) home

Exercise 39 (Miscellaneous) *Choose the correct form of the verb from those in brackets to complete each sentence below —*

1 I shall telephone you when she ——— (returns, returned will return)
2 We ——— our lunch half an hour ago (finished, have finished, had finished)
3 I ——— twenty next birthday (am, shall be, would have been)
4 The baby ——— all morning (cries, is crying, has been crying)
5 We ——— English for two years (learn, are learning have been learning)
6 I ——— a letter to her yesterday (wrote, had written have written)
7 I ——— her for a long time (knov , am knowing have known)
8 He ——— out ten minutes ago (has gone, had gone, went)
9 We thanked her for what she ——— for us (had done, would do, did)
10 They ——— here for the last ten years (lived are living have been living)
11 I ——— his letter a week ago (received, had received, have received)
12 My uncle ——— for London tomorrow (leaves has left, will have been leaving)
13 The train ——— before we reached the station-(left, had left, would leave)
14 The train ——— before we reach the station (left, has left, will have left)

15. I ——— her since we met a year ago. (didn't see, haven't seen, hadn't seen)
16. I ——— of going to America. (think, am thinking, will think)
17. They ——— since four o'clock. (are playing, have been playing, played)
18. He jumped off the bus while it ———. (moved, was moving, had moved)
19. She ——— well last night. (had not slept, didn't sleep, wouldn't sleep)
20. When he gets his degree, he ——— at Oxford for three years. (will have been studying, would have studied, had studied)

CHAPTER X

TENSES IN CONDITIONAL SENTENCES

90. There are *three* kinds of condition :

1. Open Condition, *i.e.*, a condition which may or may not be fulfilled ; as,

If it rains, the match will not be played. (It may rain, or it may not ; we do not know.)

Unless you work harder, you will not pass the examination.

If you do not work harder, you will not pass the examination.

NOTE 1.— If the reference is to the *present* we use the *present tense* in both the conditional and the main clause.

If I *eat* butter, it *causes* me indigestion.

If water *freezes,* it *turns* to ice.

If you *press* the wrong button, you *lose* your money.

NOTE 2.— If the reference is to the *future,* the *present tense* is used in the *conditional clause,* and the *future tense* in the *main clause.*

If I *have* time, I *shall visit* the exhibition.

If I *find* anything wrong, I shall *inform* you.

When the main clause gives an order or an instruction, the future tense is, of course, replaced by the *imperative.*

If you *meet* her, *ask* her how her parents are getting on.

If it *rains, remind* him to take his umbrella.

If he *is* not *ill, tell* him to do his homework.

NOTE 3.— If the reference is to the *past,* two patterns are possible :

(a) If the reference is to something that is *general* or *habitual* the *past tense* is used in both clauses.

If the Commissioner *rece*[illegible]y complaints, he himself *investigated* them.

If there *were* many complaints, he *referred* them to the Deputy Commissioner

(b) If the reference is to a *specific occurrence* or *situation* in the past, then the *past tense* is used in the *conditional clause* and the *future in the past* in the other clause

We decided that, if it *was* fine, we *would play* the match

NOTE 4 — *Double future* This is used for co-operation or request.

If you *will* find the purse I *will* reward you

If you *will* collect the garments, I *will* press them

NOTE 5 — Notice this polite usage

I *should consider* it a favour if you *would lend* me your scooter

2 **Rejected Condition,** *i e* a condition which might have been fulfilled, but is not The main clause has the future in the past (or conditional) tense

If I *weren t* so tired I *would go* to the cinema with you

If I *had* time I *should visit* the exhibition

(These sentence imply that *I am tired* and that *I have no* time)

If the reference is to the *past* this becomes

If I *had not been* so busy, I *would have gone* to the cinema with you

If I *had had* time *I should have visited* the exhibition

If he *had worked* harder, he *would have passed* the examination

3 **Imaginary Condition,** *i e* one which could not be true (*If I were you*)

If I *were you* I *should buy* a car

If I *were* a millionaire I *would help* the poor

What *would* you *do* if you *were attacked* by a robber ?

91 **Short Inverted Variations** These occur in each form 'If' is left out and should , 'were' and 'had' are placed before their subject.

1 *Should he hear of your marriage* he would be surprised
2 *Were he to see you* (=If he were to see you should he see you) he would be surprised.
3 *Had you worked harder* you would have passed the examination

Exercise 40 *Put a tick mark (√) against the clause which correctly completes the sentence* —

1 If it rains
- *a* the match will be cancelled
- *b* the match would be cancelled
- *c* the match ought to be cancelled

2. If I have time,
   a. I shall visit the exhibition.
   b. I should visit the exhibition.
   c. I ought to visit the exhibition.

3. If I were you,
   a. I shall not accept the post.
   b. I would not accept the post.
   c. I should not accept the post.

4. If he were a year older,
   a. he would be eligible for the post.
   b. he will be eligible for the post.
   c. he would have been eligible for the post.

5. What would you do,
   a. if you had missed the train ?
   b. if you missed the train ?
   c. if you would have missed the train ?

6. If he had all the wealth in the world
   a. he will not be happy.
   b. he would not be happy.
   c. he would not have been happy.

7. What would you have done,
   a. if you were attacked by a bandit ?
   b. if you had been attacked by a bandit ?
   c. if you would have been attacked by a bandit ?

8. If I had been you,
   a. I should not have tolerated her rudeness.
   b. I should not tolerate her rudeness.
   c. I shall not tolerate her rudeness.

9. Had I known you were coming
   a. I will stay at home.
   b. I would stay at home.
   c. I would have stayed at ome.

10. He would have passed the examination
   a. if he worked harder.
   b. if he had worked harder.
   c. if he would work harder.

Exercise 41. *Fill in the blanks with the correct forms of the verbs given in brackets :—*

1. If you had asked me to do it, I (do) it.
2. If he stays in Paris for three or four years, he (learn) to speak French well.
3. If it (not be) so stormy, we should have reached the top of the mountain.
4. If it rains, the sports meeting (postpone).
5. I should have given them more money if I (have) more.
6. If I sent the letter on Monday, he (will) get it on Tuesday
7. If I had had time, I (visit) the exhibition.

8 If he had studied harder he (pass) the examination
9 If I weren't so tired, I (go) for a walk with you
10 If I had not been so tired, I (go) for a walk with you.
11 If I were a millionaire, I (help) generously the poor
12 We could have started dinner if only Tony (be) there
13 If he (be) more careful the accident would not have happened.
14 If he (not work) harder, he would have failed.
15 If only we had reached two minutes earlier, we (catch) the train

CHAPTER XI

AGREEMENT OF THE VERB WITH THE SUBJECT

92 **A Verb must agree with its Subject in Number and Person** *i.e* the Verb should be of the same Number and Person as the Subject.

93 Two or more Singular Subjects joined by *and* take a *Plural* Verb, as,
Mohan *and* Sohan *have* passed.
He *and* his brother *were* absent.
He *and* I *are* great friends.
Time *and* tide *wait* for no man

NOTE — (1) Sometimes two Subjects are regarded as representing *one idea* and then the Verb is *singular*, as,
Slow and steady wins the race
Bread and butter is a wholesome food.
Early to bed and early to rise,
Makes a man healthy wealthy, and wise '

(2) If two Singular Nouns refer to the same person or thing the Verb must be *Singular*, as
The poet and philosopher *is* dead. [Here 'poet and 'philosopher' refer to the same person.]
The orator and statesman *has* arrived.

NOTE — If the Article is used *only once* then the two Nouns refer to the *same person* and the Verb used is *Singular* But if the Article is mentioned *twice* then *two* distinct persons are intended and the Verb following must be in the *Plural Number*, as
The poet and *the* philosopher *are* dead.
The orator and *the* statesman *have* arrived.

94. If *two* Singular Nouns joined by *and* are preceded by *each* or *every*, the Verb is *Singular* ; as,

Each day and *each* hour brings us a fresh anxiety.
Every man and *every* woman in the village *was* terrified.

95. Two or more Singular Subjects connected by *or, nor, either....or, neither....nor*, take *a Singular Verb* ; as,

Either Mohan *or* Sohan *is* in the wrong.
Neither Rama *nor* his brother *was* present there.
Neither iron *nor* coal *is* to be found in that country.
Neither praise *nor* blame *seems* to affect her.
Neither he *nor* I *was* mistaken.
Any boy *or* girl *sees* it at once.

NOTE.— (1) When one of the Nouns or Pronouns joined by *or, nor* is in the *Singular* and the other in the *Plural*, the Verb should be *Plural* and the Plural Subject should be placed near the Verb ; as,

John *or* his brothers *are* to blame.
Neither Afzal *nor* his friends *were* present.

(2) If two Subjects joined by *or, nor* are of different persons, the Verb agrees in person with the Subject nearest to it ; as,

Either you or he *is* telling a lie.
Neither my brother nor I *am* happy.

But it is better to write as —

Either you *are* telling a lie, or he *is*.
Neither *is* my brother happy, nor *am* I.

96. If two Nouns are joined by *with* or *as well as*, the Verb agrees with the first Noun, *i.e.*, if the first Noun is *Singular*, the Verb must be *Singular*, even if the second Noun is Plural ; as,

Raman, *as well as* his friend, *has* won the prize.
Iron *as well as* gold *is* found in India.
Kindness *as well as* mercy *allows* it.
The king, *with* all his ministers, *was* killed.

97. A Collective Noun takes a *Singular* or *Plural* Verb according to the sense. If the idea of *oneness* is expressed, the Verb must be *Singular* ; if the *individuals* of the collection are thought of, the Verb must be *Plural.*

The jury [= men of the jury] *were* divided in their opinions.
The jury [=one body] *has* elected its President.
The Council *meets* today in the Town Hall.

The Council that met in the Town Hall *were* divided.
The multitude *was* frightened at the sight of the lion

98. **Either, neither, each, every one, many a** must be followed by a Verb in the Singular, as,

Either of the two applicants *is* suitable
Neither of the two applicants *is* suitable.
Each of these boys *has done* his best.
Each of these substances *is* found in India.
Each one of these men *is* reliable
Every one of the boat s crew *was* drowned.
Many a man *is* tempted by gold

99 **Errors due to Proximity** Often the Verb is made to agree in Number with a Noun near it instead of its proper Subject. This should be avoided.

1 The *behaviour* of the *children were* excellent. [Here *were* must be *was* in order to agree with *behaviour*]
2 Not *one* of his *lectures have ever* been printed. [The Subject is *one*, not *lectures* , therefore, *have* should be *has*]
3 By that time *two weeks salary were* due. [Here again the Subject is *salary*, not *weeks* , therefore, *were* should be *was*]
4 The quality of the mangoes *was* (not *were*) good.
5 The cost of all these articles *has* (not *have*) risen
6 A series of lectures *has* (not *have*) been arranged on the subject.
7 A variety of pleasing objects *charms* (not *charm*) the eye

100 When a Plural Noun denotes some specific quantity or amount *considered as a whole*, the Verb is generally *Singular* , as,

Two-thirds of the city *is* in ruins (not *are*)
A thousand rupees *is* a good sum (not *are*)
Four weeks *is* a good holiday (not *are*)

Similarly with *titles of books* and *names of sciences* :—

The *Arabian Nights is* an interesting book (not *are*)
The *United States has* a big army (not *have*)
Physics is an interesting science (not *are*)
Mathematics is a difficult subject (not *are*)

101 A Relative Pronoun always agrees in Number and Person with its Antecedent , as

I am a man *who* always *seeks* (not *seek*) others welfare
He is one of those men who *know* (not *knows*) everything

Exercise 42. *Correct the following sentences :—*

1. The General as well as his staff were there.
2. Plucking flowers are forbidden.
3. Neither John nor James were present in the school yesterday.
4. The secretary and treasurer take a walk every morning.
5. The scholar and the poet is dead.
6. John as well as Tom are waiting for you.
7. Mohan with his friends were caught.
8. Every boy and every teacher have their own books.
9. The study of Mathematics require brains.
10. Every one of the men were punished.
11. Each boy and each girl were given a prize.
12. Neither of these questions appear difficult.
13. It is one of the best pictures that has ever been painted.
14. Lamb's *Tales* are an interesting book.
15. Game after game were played.
16. Bread and butter are his favourite food.
17. Patience as well as perseverance are necessary for success.
18. Neither Mohan nor Afzal have come.
19. I am a man who always help my friends in need.
20. The behaviour of the boys and girls were highly objectionable.

Exercise 43. *Select the correct form of the verb shown in brackets in each sentence and write it in the space opposite :—*

1. One of the boys {*a.* was / *b.* were} punished. ( )
2. Neither the children nor their mother {*a.* were / *b.* was} admitted. ( )
3. All that glitters {*a.* is / *b.* are} not gold. ( )
4. Two and two {*a.* make / *b.* makes} four. ( )
5. Mohan as well as his friend {*a.* is / *b.* are} guilty. ( )
6. A hundred kilometres {*a.* is / *b.* are} a good distance. ( )
7. The great poet and novelist {*a.* is / *b.* are} dead. ( )
8. Each of the boys {*a.* was / *b.* were} given a prize. ( )
9. The quality of the mangoes {*a.* was / *b.* were} not good. ( )

10 Every boy and every girl {*a* has / *b* have} to join school ( )

11 None but the children {*a* was / *b* were} admitted. ( )

12 Two thousand rupees {*a* is / *b* are} a good sum ( )

13 Slow and steady {*a* win / *b* wins} the race ( )

14 A large number of women {*a* was / *b* were} present at the meeting ( )

15 More than forty boys {*a* was / *b* were} present at the meeting ( )

16 None but the brave {*a*. deserves / *b* deserve} the fair ( )

17 Time and tide {*a* waits / *b* wait} for no man ( )

18 A knowledge of modern languages {*a* is / *b* are} essential these days ( )

19 He as well as you {*a* is / *b* are} intelligent. ( )

20 Many a boy {*a* was / *b* were} present. ( )

21 Bread and butter {*a* were / *b* was} his daily diet. ( )

22 Either you or he {*a* has / *b* have} done it. ( )

23 Which one of these umbrellas {*a* is / *b* are} yours ? ( )

24 Three-fourths of the house {*a* was / *b* were} burnt to ashes ( )

25 The teacher as well as the boys {*a* was / *b* were} present. ( )

26 The king with all his ministers {*a* was / *b* were} killed ( )

27 Either Rama or his brothers {*a* is / *b* are} at fault. ( )

28 The accountant and the treasurer {*a* has / *b* have} absconded. ( )

29 Not one of these five boys {*a* was / *b* were} present there ( )

30 Neither of the girls {*a* has / *b* have} brought her book. ( )

CHAPTER XII

ACTIVE AND PASSIVE VOICE

102. A *Transitive Verb* has two voices—(1) the **Active**, (2) the **Passive.**

103. Compare the following :—

1. The hunter *shot* the lion.
2. The lion *was shot* by the hunter.

You will see that both the sentences mean the same thing. But in the first sentence, the Subject (*the hunter*) is the *doer* of the action (*shot*). In the second sentence, the Subject (*the lion*) is the sufferer or receiver of the action (*was shot*).

A Verb is said to be in the Active Voice when the person or thing denoted by the Subject acts or is active. [So, the Verb *shot* is Active.]

A Verb is said to be in the Passive Voice when the person or thing denoted by the Subject does not act, but *suffers* the action done by something or by someone. [So, the Verb *was shot* is Passive.]

104. An *Intransitive Verb* is not used in the Passive Voice, unless it takes a Cognate Object in the Active ; as,

Active. He has fought a good fight.
Passive. A good fight has been fought by him.

105. The Passive Voice is used when the Subject of the Active Voice is *unknown*, *unimportant* or *vague* (e.g., people, they, a person, somebody).

He was killed in the last War.
The ship was sunk hardly a kilometre off shore.
Food was distributed free of charge.
His house was burgled last night
When will the bell be rung ?

106. The following table will help you to know how the Passive is formed in different tenses :

Simple Present : am/is/are+past participle.
Simple Past : was/were/+past participle.
Present Perfect : have/has been+past participle.
Past Perfect : had been+past participle.
Present Continuous : am/is/are being+past participle.
Past continuous : was/were being+past participle.

From Active into Passive

107 We can turn Active into Passive by taking the *Object* in the Active Voice and making it the *Subject* in the Passive Voice, as,

Present Tense

Active	Cats *catch* mice
Passive	Mice *are caught* by cats.
Active	Children *like* sweets
Passive	Sweets *are liked* by children
Active	Sita is *singing* a song
Passive	A song *is being sung* by Sita.
Active	Children are *flying* kites
Passive	Kites *are being flown* by children
Active	They *have cut* all telephone wires
Passive	All telephone wires *have been cut*
Active	Someone *has stolen* my watch
Passive	My watch *has been stolen*
Active	Do cats *catch* mice ?
Passive	*Are* mice *caught* by cats ?
Active	*Does* the grocer *sell* tea ?
Passive	*Is* tea *sold* by the *grocer* ?
Active	*Has* somebody *broken* the window ?
Passive	*Has* the window *been broken* by somebody ?

Past Tense

Active	The policeman *caught* the thief
Passive	The thief *was caught* by the policeman
Active	These boys *stole* my watch
Passive	My watch *was stolen* by these boys
Active	Sita *was writing* a letter to her father
Passive	A letter *was being written* by Sita to her father
Active	They *were making* a noise
Passive	A noise *was being made* by them
Active	They *had not done* their work.
Passive	Their work *had not been done* by them
Active	They *had won* the match
Passive	The match *had been won* by them

Active. *Did* the policeman *catch* the thief ?
Passive. *Was* the thief *caught* by the policeman ?

Active. *Were* the farmers *ploughing* the fields ?
Passive. *Were* the fields *being ploughed* by the farmers ?

Active. *Had* the boys *eaten* all the cakes ?
Passive. *Had* all the cakes *been eaten* by the boys ?

Future Tense

Active. We *shall pardon* her.
Passive. She *will be pardoned* by us.

Active. They *will help* us with money.
Passive. We *shall be helped* by them with money.

Active. I *shall have written* the letter.
Passive. The letter *will have been* written by me.

Active. You *will have heard* this news already.
Passive. This news *will have been heard* by you already.

Active. *Will* the postman *deliver* the letters ?
Passive. *Will* the letters be *delivered* by the postman ?

108. When a Transitive Verb has two Objects, either the Direct or the Indirect Object may become the Subject of the sentence in the Passive ; as,

Active. Raman lent *me* (Ind. Obj.) *ten rupees* (Dir. Obj.)
Passive. { I was lent *ten rupees* by Raman.
Ten rupees were lent *me* by Raman.

Active. I taught *him* (Ind. Obj.) *English* (Dir. Obj.).
Passive. { He was taught *English* by me.
English was taught *him* by me.

Active. The king gave the commander a reward.
Passive. { The commander was given a reward by the king.
A reward was given the commander by the king.

Active. They told me the truth.
Passive. { The truth was told to me.
I was told the truth.

109. Prepositional Objects may also become the Subject.

Active. They *laughed* at her.
Passive. She *was laughed* at.

110. Passive Voice may also be used with Infinitives.

Active. They *must do* it at once.
Passive. It *must* be *done* at once.

111 When the Subject is unknown or vague, it remains unexpressed in the Passive Voice The agent with "by" is not needed

Active They *made* him general.
Passive He *was made* general

Active They *crowned* him king
Passive He *was crowned* king

Active Someone *has stolen* my books
Passive My books *have been stolen*

Active People *speak* English all over the world.
Passive English *is spoken* all over the world

Active You *must answer* all the questions.
Passive All the questions *must be answered.*

112 Below are given some difficult examples of the Active and Passive Voice —

Active All *trust* an honest man
Passive An honest man is *trusted* by all

Active Who *taught* her French ?
Passive By whom *was* she *taught* French ?

Active Why did your father *refuse* such an honourable job ?
Passive Why *was* such an honourable job *refused* by your father ?

Active Whom *did* you *laugh* at ?
Passive Who *was laughed* at by you ?

Active *Post* this letter
Passive *Let* this letter *be posted*

Active *Enter* by the left door
Passive You are *requested to enter* by the left door

Active *Do not insult* the poor
Passive *Let* the poor *be not insulted*

Active Grass *grew over* the field.
Passive The field *was overgrown with* grass

Active One *should keep* one's promises.
Passive Promises *should be kept*

Active The English *expected* to conquer Berlin
Passive *It was expected* by the English that they would conquer Berlin

Active. They *sold* many tickets at the gate.
Passive. Many tickets *were sold* at the gate.

Active. The crowd *expected* him to arrive at ten.
Passive. He *was expected* to arrive at ten.

Passive. You *surprise* me.
Passive. I am *surprised.*

Active. The railway company *forbids* passengers to cross the line.
Passive. Passengers *are forbidden* to cross the line.

NOTE. — In the last four examples, the *Subject* disappears in the use of the *Passive.*

113. The following instances require special attention :—
Passive. He *was called* a fool.
Active. They *called* him a fool.

Passive. He *was taught* this in his boyhood.
Active. *Somebody taught* him this in his boyhood.

Passive. His pocket *has been picked.*
Active. *Someone has picked* his pocket.

Exercise 44. *Put the following sentences into the Passive Form* :—

1. Mohan reads novels.
2. Children are plucking flowers in the park.
3. They have done their home-work.
4. Women are washing their clothes.
5. She has caught a cold.
6. They have stolen our books.
7. Who has written this letter ?
8. Did you abuse her ?
9. Who discovered America ?
10. A mad dog bit his sister.
11. The boys were flying kites.
12. The farmers were ploughing their fields.
13. They had done their duty.
14. She had not confessed her guilt.
15. I shall write a letter to her.
16. We shall play the match tomorrow.
17. The teacher will punish us for telling lies.
18. We shall serve our country.
19. You will have finished this work by tomorrow.
20. Will your brother pay your fees today ?

Exercise 45 *Put the following sentences into the Passive Form —*

1 They found her guilty of murder
2 They fixed the time at ten o'clock.
3 Animals cannot make tools.
4 Manners make character
5 They kept us waiting
6 Our team scored three goals.
7 Who killed the tiger ?
8 The mason is building the house
9 He will finish the work in about a week.
10 Why did your brother give such a rude reply ?
11 A stone struck him on the head.
12 The king gave her a reward
13 This play surprised the visitors
14 We refused them admission
15 All the boys laughed at him
16 They saw the clouds thundering
17 John gave him a book.
18 The teacher told us a story
19 In winter people burn a great deal of coal
20 Enter by the left door
21 Keep to the left.
22 Give the order
23 She told us to leave the room
24 Who did this ?
25 Let me do this.
26 One should obey one's parents.
27 Who has broken the chair ?
28 The Headmaster promised us a holiday
29 They painted the doors green
30 We expect good news.
31 Do not laugh at a beggar
32 One cannot gather grapes from thistles
33 I cannot agree to your proposal
34 Never deceive a friend.
35 I forgave him all his faults

Exercise 46 *Put the following sentences into the Active Form —*

1 A lion may be helped even by a little mouse
2 The king was welcomed by the people
3 My cares are left behind.

4. He was taken for a thief.
5. He was known to be a kind man.
6. Men have been ruined by gambling.
7. War was declared against Germany by England.
8. A present was brought for her by her lover.
9. He was made general.
10. By whom was this letter written ?
11. We shall be cursed by everyone.
12. The robber has been caught by the police.
13. By whom were you taught Latin ?
14. Why were you punished by the teacher ?
15. I was struck by her horrid look.
16. Another chance was given him by his employer.
17. She was dismissed from service.
18. A poor blind beggar was knocked down by a bus.
19. The car was started with great difficulty.
20. The lion was caught in a trap.
21. Three doses are to be taken daily.
22. He was buried secretly.
23. He was greatly distressed by the news.
24. Our action was justified by the facts.
25. The young soldier was brought before the king.
26. He was not crowned king.
27. The light was switched off.
28. The criminal was arrested by the police.
29. Not a word was spoken by the criminal in self-defence.
30. Let this post be advertised.
31. The telephone wires have been cut.
32. Without hard work nothing great can be achieved.
33. Why should we be suspected by you ?
34. They were refused admission.
35. My books have been stolen.

Exercise 47. *Turn the following sentences into the Passive Voice. No agents with "by" are required :—*

1. Someone has stolen my pen.
2. They speak English in Nagaland.
3. They don't like strangers in this town.
4. They are serving tea to the guests.
5. They drank a whole barrel of beer at the party.
6. They always ask some hard questions in the Science examination.

7 People always admire a courageous person
8 No one has opened that chest for the last hundred years
9 Someone has broken one of my dinner plates
10 They fought a big battle here three hundred years ago
11 Somebody built this *dharmashala* last year
12 People speak English all over the world
13 No one has ever achieved greatness without effort
14 People called him a fool
15 Did anyone ask any questions about me ?
16 One uses milk for making butter and cheese
17 Someone has spilt ink on the carpet
18 The country expects us to do our duty
19 Years ago people believed that the earth was flat.
20 They might know something about him at the police station
21 People tell many amusing stories about Birbal
22 They expected that Mr Desai would join them
23 People used to think that the sun goes round the earth
24 Now we know that the earth goes round the sun
25 Everybody admitted that he had done his best
26 People generally prefer wealth to health
27 The police were watching his movements very closely
28 Somebody told me that there had been an explosion in the Town Hall
29 They found him lying dead by the roadside
30 They still deny equal rights to women

CHAPTER XIII

USE OF PRONOUNS

1 Personal Pronouns

114 Personal Pronouns have the same *Number* and *Gender* as the Nouns for which they stand , as

1 The *boy* has failed *he* did not work hard
2 The *girl* has passed , *she* worked hard
3 Call the *boys* here , *they* are my students
4 The *book* was lost *It* was mine
5 I have six *flowers* *They* are all roses

115 Personal Pronouns *I, he she, we they,* have the forms *me, him her us them* for the Objective Case Do not use *I* for *me* when the Pronoun is connected by a Conjunction (*and or*) with some other word in the Objective Case

These books are for you and *me*. (Not, *I*)
He invited my sister and *me* to dinner.

116. We must always write :—

1. *You* and *I* (not, *I* and *you*) must work together.
2. *You* and *he* (not, *he* and *you*) must go together.
3. *Hari* and *I* (not, *I* and *Hari*) are friends.
4. *He* and *I* (not, *I* and *he*) can never be friends.
5. *You* and *he* and *I* can never pull on together.
6. *You* and *she* and *I* must work together.
7. *You* and *Ali* and *I* are old school friends.

117. We always write :—

1. Between *you* and *me*.
2. Between *him* and *me*.
3. Between *them* and *us*
4. Between *Hari* and *me*.
5. Between *Sita* and *me*.
6. Between *her* and *me*.

118. The forms *me, us, him, her,* and *them* are common in colloquial style when they are complement after the verb *be* :—

A. 'Who's there ?'
B. 'It's *me*.'
What would you do if you were *him* (=if you were in his place) ?
A. 'Do you think Tony did it ?'
B. 'I can't be sure.It may have been *him*.'
In formal style '*It may have been he*' is preferred.

119. After the Conjunction *than* the object forms are often used in colloquial style after a finite of *be* :—

Tom is two years older than *me* (=than I am).
They are richer than *us* (=than we are).
You are wiser than *her* (=than she is).
You are more intelligent than *him* (=than he is).

120. With Transitive Verbs, the choice between the subject and object forms depends upon what is meant.

You hate him as much as *I* (= as I hate him).
You hate him as much as *me* (=as you hate me).
He spoke to you as well as *I* (i.e., as well as I did).
He spoke to you as well as *me* (i.e., as well as he spoke to me).
He loves you more than *I* (love you).
He loves you more than *me* (i.e., than he loves me).

Exercise 48 *Choose the right words from the brackets* —

1 What would you do if you were (I, me) ?
2 Let you and (I, me) be friends
3 What's the name of (he, him) who stood first in the examination ?
4 'Who's there ?' 'It's only (I, me) '
5 There's a written agreement between Mr Advani and (I, me)
6 He asked my friend and (I, me) to tea
7 He is cleverer than (we, us) all
8 There was no one present except (I, me)
9 Let (we, us) all go to the cinema except (she, her)
10 How can you trust a woman such as (she, her) ?
11 It was (he him) I was talking about.
12 I thought it was (they, them) who helped (she, her)
13 It is (she her) that likes coffee, not (I, me)
14 You wouldn't marry a man such as (he, him), would you ?
15 Do you think (they them) are richer than (we, us) ?

2 Use of 'It'

121 The Pronoun '*it*' is used —

(1) For things without life , as,
 I have a book. *It* has pictures in *it*

(2) For animals , as,
 The horse fell and broke *its* leg

(3) For young children , as
 When I saw the child *it* was crying

(4) As a provisional Subject before the Verb 'to *be*' when the real Subject follows —
 It is our duty to respect our elders
 It is better to die than to beg

(5) To give emphasis to the Noun or Pronoun following , as,
 Who is at the door ? *It* is I
 It was I who first protested.
 It was you who first began the quarrel

(6) In speaking of the time or weather , as,
 It is raining
 It is very hot today
 It is twelve o clock by my watch
 It was spring

3. Reflexive and Emphasizing Pronouns

122. These are : *myself, yourself, himself, herself, itself, ourselves, themselves.*

123. Used as *Reflexive* Pronouns : *Myself, yourself,* etc., are used as Objects of a verb when the action of the verb returns to the doer, i.e., when subject and object are the same person ; as,

I hurt *myself*. — We hurt *ourselves*.
You will hurt *yourself*. — You will hurt *yourselves*.
He hurt *himself*.
She hurt *herself*.
The horse hurt *itself*.
} They hurt *themselves*.

I am looking into the mirror ; I can see *myself* in it : I am looking at *myself*.
Ashok, look into this mirror, what can you see ?
I can see *myself*.
Yes, you can see *yourself*.
Harish, what can Ashok see ?
He can see *himself*.
What does he say he can see ?
He says that he can see *himself*.
Can you see *yourselves* in the mirror, boys ?
Yes, we can see *ourselves*.
They looked at *themselves* in the looking-glass.

124. As *Emphasizing* Pronouns.
Myself, yourself, etc., can also be used to emphasize a noun or pronoun ; as,

The king *himself* gave her the medal.
Sita *herself* opened the door.
I *myself* saw her smoking in the kitchen.
We will see to it *ourselves*.
You *yourself* can best explain.
The town *itself* is not very large.
They *themselves* confessed their guilt.

Exercise 49. *In each of the following questions there are eight answers marked* A, B, C, D, E, F, G and H. *Only one of these answers is correct. Write the letter of the correct answer in the brackets provided.*

(A) myself (B) ourselves
(C) yourself (D) yourselves

(E) itself (F) himself
(G) herself (H) themselves

1 Rama has hurt——— ( )
2 I———saw her singing and dancing ( )
3 The boys hid——— ( )
4 The prisoner hanged——— ( )
5 We enjoyed———a lot. ( )
6 We often deceive——— ( )
7 They exerted———a lot. ( )
8 The dog hurt——— ( )
9 The poor widow burnt——— ( )
10 Quit———like men ( )
11 Pray do not inconvenience——— ( )
12 We seldom see———as others see us ( )
13 I spoke to the President——— ( )
14 She liked the diamond———but not the setting ( )

4 Relative Pronouns

125 The Pronouns **who, whose, whom, which, that** which join two sentences and relate or refer to Nouns which have gone before are called **Relative Pronouns**

The Noun to which a Relative Pronoun refers or relates is called its **Antecedent**

This is the boy *who* was late
Here 'boy' is the Antecedent of '*who*'

5 Use of Relative Pronouns

126 **Who** is used for persons only , as
The *man who* is honest succeeds in life
Blessed is *he who* has found his work
They never fail *who* die in a great cause
The *women who* were there were frightened
The *boys who* were lazy were punished
The *children who* work hard always pass
They who live in glass houses should not throw stones at others

127 **Which** is used for *animals* and for *things without life* , as,
Th *horse which* Ali bought last year is white

These are the *dogs which* bit the children.
The *book which* has pictures in it is mine.
The *moment which* is lost is lost for ever.
These are the *pens which* we lost yesterday.
The *books which* help you most are those which have pictures in them.

128. **That** is used for *persons, animals* and *things* ; as,
Happy is the *man that* avoids bad company.
He that is not with us is against us.
This is the *horse that* carried me here.
I have lost the *watch that* you gave me.
This is the *house that* Jack built.
The *man that* you were looking for has come.
Uneasy lies the *head that* wears a crown.
He was the most eloquent *speaker that* I ever heard.
The *crowd that* gathered there cheered him loudly.

129. **What** refers to things only. Its Antecedent is always hidden. What=*that which* (or *the thing which*).
This is *what* (=that which) I want.
I say *what* (=that which) I mean.
What (=that which) is done is done.
What (=that which) is one man's meat is another man's poison.
What one man has done another man can do.
I found *what* (=the thing which) I was looking for.
What (=that which) cannot be cured must be endured.

130. The word **as** is used as a Relative Pronoun after *such* and sometimes after *the same* ; as,
This is not *such* a good book *as* I expected.
He is not *such* a clever student *as* you are.
These apples are not *such as* I bought yesterday.
Tears *such as* angels weep burst forth.
His answer was not *such as* I expected from him.
My answer is *the same as* yours [is].
His opinion is *the same as* mine [is].

131. The word **but** after a negative is equivalent to *who not* or *which not*, but it is used only in the Nominative ; as,
There was no one present *but* (=who did not) shed tears.
There is no man *but loves* (=who does not love) his country.
There is no country *but has* (which has not) some great men in it.

6 AGREEMENT OF THE RELATIVE PRONOUN AND ITS ANTECEDENT

132 The Relative Pronoun must be of the same Number, Gender and Person as its Antecedent, as,

The *boy who was lazy* was punished
The *boys who worked hard* passed the examination
I who am your friend, will help you
I am the *person that has done* this
You, who are rich should help the poor
He that is contented is happy
They that are wise are always humble
He is one of the greatest *leaders that have* ever been born in India.
This is the only *one* of his poems *that is* worth reading

Exercise 50 *Out of the five answers* (A, B, C, D *and* E), *choose the one that is correct Write the letter of this correct answer (either* A *or* B *or* C *or* D *or* E) *in the brackets provided at the end of each sentence*

(A) who (B) which (C) that
(D) as (E) what

1 This is the beggar——stole my purse ( )
2 I,——am your king, will lead you. ( )
3 I am the person——is to blame ( )
4 God helps those——help themselves ( )
5 This is the horse——won the race ( )
6 The answer——she gave is wrong ( )
7 I mean——I say ( )
8 Tears such——angels weep burst forth. ( )
9 ——cannot be cured must be endured. ( )
10 My answer is the same——yours is ( )
11 He——is not with me is against me ( )
12 This is——troubles me. ( )
13 He is not such a clever boy——you are ( )
14 He is one of the greatest men——have ever lived. ( )
15 He is not the same man——he has been ( )
16 Listen to——he says ( )
17 He——is honest shall prosper ( )
18 He——always speaks the truth shall be respected. ( )
19 He is the man——you can trust. ( )
20 Who is here so rude——will be a slave ? ( )
21 Blessed is he——has found his work ( )

22. Man is the only animal———can talk. ( )
23. Such a man———he should be honoured. ( )
24. Do the same———I do. ( )
25. ———is done cannot be undone. ( )

Exercise 51. *In each of the following questions there are five answers marked* A, B, C, D *and E.* Only *one of these answers is correct. Write the letter of the correct answer in the brackets provided at the end of each sentence.*

(A) who (B) whose (C) whom
(D) which (E) that

1. There was an old woman———lived in a hut.
2. Unfortunately he took the road———led in the wrong direction. ( )
3. I like the boy———temper is good. ( )
4. This is the boy———stood first in English. ( )
5. This is the girl———parents helped us. ( )
6. This is the man———courage saved us. ( )
7. This the horse———won the race. ( )
8. This is the woman———I suspected. ( )
9. This is the house———my grandfather built. ( )
10. He is one of the greatest leaders———have ever lived in India. ( )

CHAPTER XIV

USE OF ADJECTIVES

133. This, that, these, those.— The plural of *this* is *these* and of *that* is *those*. Mistakes are often made by using *these* and *those* with *Singular Nouns* ; as,

1. I am very fond of *these* kind of flowers.
   [Here '*kind*' is Singular ; '*these*' should be '*this*'.]
2. We never associate with *those* sort of people.
   [Here again '*sort*' is Singular ; therefore '*those*' should be '*that*'.]

1. Comparison of Adjectives

134. When only two things are compared, the Comparative Degree of the Adjective should be used. The use of the Superlative Degree in such cases is a frequent source of error ; as,

This is the *best* book of the two. [should be '*better*'.]
She is the *tallest* of the two sisters. [should be '*taller*'.]

Who is '*most intelligent*'—Rama or Krishna? (should be '*more intelligent*')

Similarly —

Which is the *better* (not *best*) of the two?

Of the two evils, choose the *less* (not, *least*)

135 When a comparison is made by means of a Comparative followed by *than*, the thing that is compared must always be *excluded* from the class of things with which it is compared, by using the word *other*, as,

'Gold is more precious than any *other* metal'

If we say—

'Gold is more precious than any metal

it means that 'Gold is more precious than gold, since gold itself is a metal.' Other examples are —

Harry plays better than any *other* boy

Shakespeare is greater than any *other* dramatist.

Solomon was wiser than all *other* men

136 When a comparison is made by means of a Superlative, the thing or class of things compared should be included in the comparison of the Superlative, as,

He is the *wisest of all men* (not *all other men*)

The Ganges is the *holiest of all rivers*

Ashok is the *most intelligent of all boys*

137 *Of any* is often used incorrectly with a Superlative, as,

Incorrect	Solomon was the wisest of any men
Correct	Solomon was the wisest of *all* men
Incorrect	The '*Statesman*' has the largest circulation of any newspaper
Correct	The '*Statesman*' has the largest circulation of *all* newspapers

138 When the second term of a comparison is given, it must correspond in construction with the first It is incorrect to say—

The population of Bombay is greater than any town in Europe

Say—

The population of Bombay is greater than *that of* any town in Europe

The comparison is between—

(*i*) The *population* of Bombay, and

(*ii*) The *population* of any town in Europe

Study the following examples —

The wealth of America is greater than *that of* England

The streets of Bombay are cleaner than *those of* Calcutta.

139. Double Comparatives and Superlatives must be avoided ; as,
He is *more cleverer* than Ali. [Omit '*more*'.]
Ali is the *most wisest* of all. [Omit '*most*'.]
But *lesser* (a Double Comparative) is often used even by the best writers ; as, 'The *lesser* of the two evils.'

140. Comparatives ending in *-or* are followed by *to* instead of *than* ; as,
Superior. Ashok's painting is *superior to* Hari's
Inferior. He is *inferior to* him in social position.
Senior. He is *senior to* me by five years.
Junior. He is *junior to* me by four years.

2. The Correct Use of Some Adjectives

141. Later, latter ; latest, last.— *Later* and *latest* denote time ; *latter* and *last* denote position

He came *later* than I.
This the *latest* news.
Smith and Jones went together. The *former* was a painter, the *latter* an artist.
He lives in the *last* house.

142. Elder, older, eldest, oldest.— *Elder* and *eldest* are used of persons only ; they denote the position of one member of a family with reference to another or others of the same family. *Elder* is never followed by *than*. *Older* and *eldest* are used of both persons and things.

He is my *elder* brother.
His *eldest* son joined the Army.
He is *older than* his brother.
He is the *oldest* man in the village.
This is the *oldest* house in Bombay.

143. Farther, further.— *Farther* denotes a greater distance between two points ; *further* means something additional.

Bombay is *farther* from Delhi than Calcutta.
We can't go any *farther* without a rest.
I will do this without *further* delay.
We must get *further* information.

144. Nearest, next.—*Nearest* denotes space or distance ; next denotes order or position.

We took the thief to the *nearest* police station.
Mohan lives in the *next* house

CHAPTER XV

USE OF DETERMINERS

145 Like Adjectives **Determiners** also qualify the Nouns that follow Here is a list of some important Determiners —

(a) **Demonstratives** *this that these those*
(b) **Possessives** *my, our your, his her, its their*
(c) *Some any , much many, each every , either, neither , little, a little the little , few, a few, the few , less fewer both, all , a lot of lots of a large number of , a great deal of , a good deal of*
(d) **Articles** The Indefinite *Articles a an* , the Definite Article *the*

146 Some, any—To express quantity *some* is used in affirmative sentences, *any* in negative sentences.

There is *some* butter in the cupboard
She has bought *some* pens
I did not give him *any* butter
She did not buy *any* pens

147 *Any* is used in *affirmative* sentences when it has an emphatic meaning such as , "No matter which or who "

Any fool can do it.
Give me a book *Any* book will do
He will pay *any* price he is asked

148 Some is replaced by any in the following cases —

(a) In *Interrogative* Sentences , as,
Have you *any* butter ?
Did she buy *any* books ?

But **some** may be used in Interrogative Sentences when these are equivalent to polite requests , as

Will you give me *some* sugar ?
Will you have *some* more coffee ?

(b) In *Conditional* Sentences , as,
If there are *any* oranges in the market, please buy some
(c) In sentences which are *negative* or which have a *negative* idea , as
There were hardly *any* mistakes in her essay
I didn't see *any* oranges in the market

149. Each, every, ; either, neither. —*Each* means one of *two* things or one of any number *exceeding* two ; *every* is never used in speaking of one of two, but is always used in speaking of some number *exceeding two* ; as,

The two soldiers had *each* a gun.
Five boys stood in *each* row.
Every man wishes to be happy.
India expects *every* man to do his duty.

Either has two meanings : (1) *one of two*, or (2) *each of two*, that is, *both*. *Neither* is the negative of *either* and means *neither the one nor the other*.

You can go by *either* road [by one road or the other].
On *either* side [both sides] of the road the trees grew.
He took *neither* side [neither this side nor that].

150. Much, many. — *Much* denotes quantity ; *many* denotes number. *Much* and *many* may be correctly used in the following cases :—

(*a*) In *negative* sentences :
There isn't *much* tea in the pot.
She hasn't *much* money.
We haven't *many* books.

(*b*) In *general questions* to which the answer is "Yes" or "No" :
Were there *many* people present ?
Has *he many* friends in the town ?

(*c*) In "whether" or "of" clauses :
I wonder whether she has *many* friends to help her.

(*d*) After "so", "as", "too" and "few" :
Take *as much* as you want.
Don't eat *too many* sweets.
How *many* do you want ?

151. In affirmative sentences *many* and *much* are generally replaced by other words or expressions.

Words and expressions that may be used instead of **many** are :—

A great many ; a good many ; a great number (of) ; great numbers (of) ; plenty (of) ; a lot (of) ; lots (of).

Words and expressions that may be used instead of **much** are :—

A great deal (of) ; a good deal (of) ; a large quantity (of) ; plenty (of) ; a lot (of).

Avoid the use of many and much in affirmative sentences —

There are many books in the library (Say instead The are *a lot of* books in the library)

He has *much* money (Say instead He has *a lot of* money or *plenty of* money)

We have *much* time (Say instead We have *plenty of* time)

152 Little, a little, the little — *Little* means *hardly any* or *not much* It has a *negative* meaning

There was *little* food in the house

There is *little* hope of his recovery

A little denotes *some at least* It has an *affirmative* meaning

There is *a little* hope of her recovery

He has *a little* money

A *little* knowledge is a dangerous thing

The little denotes the *small quantity* It has both a *positive* and a *negative* meaning

He wasted *the little* money he had

It means—

1 The money he had was *not* much (Negative)

2 He wasted *all* the money he had (Positive)

153 Few, a few, the few — *Few* denotes *not many* It has a *negative* meaning

He has read *few* books

Few men can keep a secret

Few people are free from faults

A few denotes some at least— a certain number however few It has a *positive* meaning

He has *a few* friends

A few men live a pious life

The few denotes *not many* It has both a *positive* and a *negative* meaning

The few are rich, the many are poor

He lost *the few* friends he had

It means—

1 The friends he had were *not* many (*Negative*)

2 He lost *all* the friends he had (*Positive*)

154 Less, fewer — *Less* is used with reference to *quantity* , *fewer* with reference to *number*

This boy weighs no *less* than forty pounds

He does not sell *less* than five kilograms of sugar.
No *fewer* than forty soldiers were wounded.
No *fewer* than two thousand people were present there.

Exercise 52. *Fill in the blanks with* 'Some' *or* 'Any' :—

1. I don't want————tea, thank you.
2. ————pen will do.
3. Has he procured————bread ?
4. Did you see————girls there ?
5. I saw————boys playing in the field.
6. Will you please give me————milk ?
7. He will pay————price he is asked.
8. There are————pens in that drawer, aren't there ?
9. Are there————pens in that drawer ?
10. Would you mind giving me————paper ?

Exercise 53. *Fill in the blanks with* 'Much *or* 'Many'. :—

1. There weren't————apples on the tree.
2. She did not spend————money on her daughter's marriage.
3. ————men were not present there.
4. There is not————milk in the jug.
5. There were not————women in the bus.
6. She hasn't————money.
7. ————people think that there will be a war soon.
8. We haven't————books in the library.
9. How————sugar do you want ?
10. How————pounds of sugar do you want ?

Exercise 54. *Fill in the blanks with* 'Farther' or 'Further' :—

1. I have nothing————to say.
2. Delhi is————from Bombay than Surat.
3. Until————orders, you act as Headmaster of the school.
4. I shall see him without————delay.
5. A————reason exists.
6. The old man could not go————without a rest.
7. They went————into the forest.
8. The Museum will be closed until————notice.
9. We need go no————into the matter.
10. It's not safe to go any————.

Exercise 55. *Fill in the blanks with* 'Nearest' *or* 'Next':—

1. The thief was taken to the————police station.
2. Mohan's house is————to mine.

3 My house is————to the river
4 She sat————to me
5 The————railway station is three kilometres from here
6 My brother lives in the————house
7 This street is the————to my house

Exercise 56 *Fill in the blanks with* 'Little', 'A little', or 'The little' —

1 ————drops of water make a mighty ocean
2 He has————sense
3 He takes————interest in me
4 He has————money with him
5 ————strength he had in him proved useless
6 ————money he had was all stolen
7 ————tact would have saved the situation
8 He gained————advantage from the scheme
9 ————knowledge is a dangerous thing
10 ————care would have prevented the accident.

Exercise 57 *Fill in the blanks with* 'Few', 'A few' *or* 'The few' —

1 ————were the words she spoke
2 ————books she had were all burnt.
3 He has read only————books
4 ————friends she has are all sincere
5 ————men can resist the temptation of gold.
6 ———— days rest will do you immense good
7 ————suggestions she gave were all carried out
8 ————people live to be 100
9 He is a man of————words
10 ————words spoken in earnest will convince her

Exercise 58 *Fill in the blanks with* 'Latter', 'Later', 'Latest' *or* 'Last' —

1 Mohan and Sohan went together The former was my friend the ————my cousin
2 This is the ————news
3 The————chapter of this book is very dull
4 The man in the————row was my uncle
5 He was the————boy to get the prize
6 All his friends accepted the————proposal
7 He came————than I expected.
8 At a————date he was placed in charge of the district

9. What is the————information ?
10. The————chapters of this book are carelessly written.

Exercise 59. *Fill in the blanks with* 'Elder', 'Eldest', *or* 'Oldest' :—

1. He is————than his cousin.
2. She is the————woman in our village.
3. This is the————temple in Kashmir.
4. He is my————brother.
5. He is the————of the two brothers.
6. He is————than Hari.
7. Balu is the————boy in the class.
8. Afzal is his————son.
9. Of the two sisters Kamala is the————.
10. He is my ————by several years.

Exercise 60. *Fill in the blanks with* 'Each', 'Every', 'Either' *or* 'Neither' :—

1. ————of the two boys was fined.
2. ————seat in the hall was occupied.
3. ———— man wants to rise in the world.
4. ————accusation is true.
5. ————soldier was at his post.
6. ————side has won.
7. ————day has its duties.
8. She visited us ————three days.
9. Five boys stood in ———— row.
10. You can take ————side.

Exercise 61. *Select the correct word from the alternatives given in brackets in the following sentences and mark (√) against corresponding letter on the right-hand side.*

1. This cloth is superior { *a.* to / *b.* than } that. — 1. *a* *b*

2. He is junior { *a.* to / *b.* than } all his friends. — 2. *a* *b*

3. All his friends are senior { a. to / b. than } him. — 3. *a* *b*

4. He is a man of { *a.* few / *b.* a few / *c.* the few } words. — 4. *a* *b* *c*

5 No { a fewer / b less } than twenty workers were absent through illness — 5 a b

6 Which of you made the { a least / b fewest } mistakes ? — 6 a b

7 Give me a book. { a Any / b Some } book will do — a b

8 He is the { a oldest / b eldest } member of the family — 8 a b

9 This watch is inferior { a than / b to } that — 9 a b

10 Of the two brothers Jack is the { a older / b elder } — 11 a b

11 He is the { a tall / b taller / c tallest } of the two — 11 a b c

12 How is your brother ? Is he { a good / b better / c best } ? — 12 a b c

13 This is the { a little / b less / c least } price I can take, — 13 a b c

14 This is the { a bad / b worse / c worst } book of the two — 14 a b c

15 I did not see { a some / b any } boy in the school — 15 a b

16 There are { a some / b any } letters for you — 16 a b

17 { a Little / b A little / c The little } knowledge is a dangerous thing — 17 a b c

18. {a. Few / b. A few / c. The few} persons can keep a secret. 18. a b c

19. Bombay is {a. further / b. farther} from Delhi than Calcutta. 19. a b

20. Sheila is my {a. oldest / b. eldest} daughter. 20. a b

CHAPTER XVI

USE OF ARTICLES

155. *A* or *An* and *The* are usually called Articles. They are really Demonstrative Adjectives.

156. *A* or *An* is called the **Indefinite Article**, because it is used when we *do not* speak of any particular or definite person or thing ; as,

I saw *a* boy in the bazaar.
I found *an* inkpot lying in the room.

157. *The* is called the **Definite Article,** because it is used when we speak of some particular person or thing ; as,

This is *the* boy whom I saw in the bazaar yesterday.
This is *the* inkpot which I found lying in the room.

158. As a general rule, a Common Noun in the Singular Number must have an Article before it ; as,

He fought like *a* hero.
I saw *an* elephant yesterday.
This is *the* book he gave me.

Correct Use of 'A' and 'An'

159. *A* is used before—

(1) Words beginning with the sound of a consonant ; as,
a boy, *a* woman, *a* cow.

(2) Such vowels as have the sound of '*yu*' ; as,
a ewe, *a* useful thing, *a* unit, *a* university, *a* European, *a* uniform, *a* utensil, *a* union.

(3) 'O' when it is sounded as '*wa*' ; as,
a one-rupee note, *a* one-eyed giant, such *a* one, *a* one-way traffic

160 An is used before—

(1) Words beginning with a vowel sound, or a silent 'h' when the accent is not on the first syllable, as,
an eye, *an* ox, *an* idiot, *an* umbrella, *an* army, *an* hour, *an* heir, *an* honest man, *an* honourable man

(2) Words beginning with 'h' and not accented on the first syllable, as *an* hotel, *an* historical novel [The modern tendency is to use *a* before 'hotel' and 'historical']

Use of the Indefinite Article

161 The Indefinite Article is used—

(1) In the sense of *one*, as,
He slew seven at *a* [=one] blow
Not *a* [=one] word was said
In *a* [=one] day or two

(2) In the sense of a *certain*, as,
I met *a* beggar who pretended to be dumb
A Jackson [a certain man named Jackson] is suspected by the police

(3) In the sense of *any* (when an individual is meant to represent a class), as,
A soldier should obey his commander
A horse is a useful animal

(4) To make a Common Noun of a Proper Noun, as
A Daniel [=a very wise judge] came to judgement
A Pitt came to save us [A Pitt=a very wise Prime Minister]

Use of the Definite Article

162 The Definite Article '*The*' is used—

(1) When we refer to some *particular* person or thing, as,
The house I have just bought is a spacious one
Call *the* boy standing outside

(2) When a Singular Noun is used to indicate *a whole class*, as,
The cow is a useful animal
The lion is a noble beast.

(3) As an Adverb in such sentences, as,
The more *the* merrier
The fewer *the* better

(4) Before *rivers*, *ranges of mountains*, and *groups of islands*, as,
The Ganges, *the Indus*, *the* Thames
The Himalayas, *the* Alps
The British Isles, *the* Herbrides

NOTE.—But *individual* mountains do not have '*the*' placed before them ; as,

Mount Everest, Mount Abu, Mount Blanc.

(5) Before oceans, *gulfs*, and *bays* ; as,
The Indian Ocean, *the* Atlantic Ocean, *the* Red Sea, *the* Arabian Sea, *the* Bay of Bengal, *the* Persian Gulf.

(6) Before the *names of some provinces, countries*, etc. ; as,
The United States, *the* Deccan, *the* Carnatic, *the* Punjab.
But we say—
Bengal, Bihar, Orissa, Assam, England, etc.

(7) Before *the* names of certain *well-known* books ; as,
The Bible, *the* Vedas, *the* Koran, *the* Ramayana.
But we say—
Homer's *Iliad*, Valmiki's *Ramayana*.

(8) Before the names of *newspapers, magazines*, etc. ; as,
The Times of India, *the* Hindustan Times, *the* Modern Language Review.

(9) Before the names of *public buildings, institutions, associations*, etc. ; as,

The Taj Mahal, *the* National Museum, *the* University of London, *the* United Nations.

(10) Before the names of *peoples* (nations), families and Adjectives formed from Proper Nouns ; as,

The English language, *the* Turkish tobacco ; *the* French, *the* Chinese, *the* Nehrus, *the* Stuarts ; *the* Hindus, *the* Buddhists.

(11) Before a Common Noun, to give it the meaning of an Abstract Noun ; as,

He played *the fool*. [Foolishness, or in a foolish manner.]
He felt *the patriot* [=the patriotic spirit or feeling] in his heart.
At last *the mother* [=the motherly feeling] in her was thoroughly aroused.

(12) Before *Ordinals* and *Superlatives* ; as,
The fifteenth of August ; on *the* third occasion; *the* fifth time.
Today is *the* hottest day of the month.
This is *the* most useful book on the subject.
This is *the* least useful.

(13) Before a Proper Noun only when it is qualified by an Adjective, or by a Phrase or a Clause used as an Adjective ; as,
The immortal Shakespeare, *the* wise Solomon, *the* famous Napoleon, *the* great Caesar.

(14) Before an *Adjective used as a Noun* as

The poor depend on *the* rich

The wise hate *the* foolish

(15) Before Common Nouns which are names of things that are *unique* of their kind as

The sun *the* moon *the* earth *the* sky

(16) As an adverb to show that two things increase in the same proportion as

The more one has *the* more one wants

The more *the* merrier

(17) Note the following special usages —

The Queen of England, *the* Lake of Geneva *the* German language

Omission of the Article

163 The Article is omitted—

(1) Before Common Nouns used in the widest sense , as,

Man is mortal

Woman is the ornament of the home

(2) Before Proper Nouns as

Bombay is a big city

Akbar was a wise king

NOTE —When the Article is used before a Proper Noun it becomes a Common Noun as

He is *the* Newton of our day [i e , as able a scientist as Newton was]

He is *the* Shakespeare of India [*i e* as great a dramatist as Shakespeare was]

Bombay is *the* London of the East [*i e* a city as great as London]

(3) Before Abstract Nouns used in general sense , as,

Honesty is the best policy

He loved *wisdom* and *virtue*

NOTE — When an Abstract Noun is qualified by an Adjective Adjective Phrase or Adjective Clause it can take '*the*' , as

The bravery of the Rajputs is still known

The wisdom which he showed was praiseworthy

The virtue of this is its simplicity

(4) Before Material Nouns as

Gold is a precious metal

Bread is the staff of life

But we can say—

The gold that I bought is not of pure quality.

The bread that I have is not baked well.

(5) Before titles coming before Proper Nouns ; as,
King George VI [*not*, The King George VI], Lord Wellington ; Professor Ghosh ; Saint Paul.

(6) In certain phrases, consisting of a Noun as the Object of a Verb ; as,
We *leave home* at 7 o'clock.
His clothes *caught fire*.
She *sent word* that she was coming.
Give ear to what your teacher says.
He *lost heart* very soon.

Other common phrases are :—

To take breath, to give battle, to cast anchor, to bring word, to leave school, to lay siege, to set foot, to set sail, to strike root, to go to school, to go to hospital, to go to prison, to go by car (train, ship, plane), to go to church, to go by air (road, rail, sea), to go home.

But we say—

to go to *the* office, to go to *the* cinema/theatre.

(7) In certain phrases consisting of a Preposition followed by a Noun ; as,

By hand, by land, by sea, by water, by river, by steamer, by rail, by bus, by aeroplane, by train, by night, by day, on foot, on sale, on horseback, on deck, at fault, at ease, in bed, in trouble, at school, at college, in jest, in turn, at tea, at dinner, at home, at daybreak, at sunrise, at noon, at sunset, at midnight, at nine o'clock, at sight, on demand, at interest, by name, under ground, above ground, on earth.

Repetition of the Article

164. Compare the two sentences—

(a) 1. He has *a* black and white horse.
2. He has *a* black and *a* white horse.

The first sentence means that he has only one horse which is partly black and partly white.

The second sentence means that he has two horses, one black and the other white.

(b) 1. *The* Secretary and Treasurer was present there.
2 *The* Secretary and *the* Treasurer were present there.

The first sentence shows that only one person who was both Secretary and Treasurer was present there.

The second sentence shows that *two* persons, one Secretary and the other Treasurer, were present there

So we get the following rules—

Rule 1 When two or more Adjectives qualifying the *same* Noun are connected by *and*, the Article is used *before the first Adjective only* , but when they qualify *different* Nouns expressed or understood, the Article is used *before each Adjective*

Rule 2. When two or more Nouns connected by *and* refer to the *same* person or thing the Article is used *before the first Noun only* , when they refer to *different* persons or things, the Article is repeated with each Noun

165 When two Nouns in a comparison refer to the *same* person or thing the Article is used *before the first Noun only* as,

1 Jack is a better gardener than photographer [It means Jack is both gardener and photographer, but he is not as good a photographer as he is a gardener]

2 He is a better singer than dancer

But when two Nouns in the comparison refer to *two different* persons or things the Article must be repeated with *each Noun* , as,

John is a better writer than a painter [would make]

He would make a better judge than a lawyer [would make]

166 Say—

Either *The* third and *the* fourth *chapter*

The English and *the* German *language*

Or *The* third and fourth *chapters*

The English and German *languages*

Exercise 62 *Fill up the blanks in the following sentences with* 'a', 'an', *or* 'the' —

1 University is no place for———lazy
2 ———soldier wears———uniform
3 He met with———accident. He lost———purse and——— watch in———accident.
4 Yesterday I saw———one-eyed man crossing———road
5 Have you seen———one-rupee note ?
6 ———umbrella is ———useful thing
7 *Kenilworth* is———historical novel
8 ———earth revolves round———sun
9 ———book you want is not in———library
10 ———Ganges is———sacred river
11 ———Himalayas lie to———north of India.

12. ————Punjab is————border State.
13. This is————most interesting book on————history of ———— English language.
14. We should pity————poor and————helpless.
15. Kalidasa is————Shakespeare of India.
16. ————strong should help————weak.
17. ————rich get richer and————poor get poorer.
18. ————apple————day keeps————doctor away.
19. He is————honourable man.
20. ————honest man is————noblest work of God.
21. I watched————boy helping ————old man across———— road.
22. You shall not play————fool.
23. There was————explosion in————Town Hall yesterday.
24. ————*Ramayana* is ————holy book of————Hindus.
25. He is————Indian, and she is————European.
26. ————teacher took————history book and————English book out of————drawer.
27. ————Andamans are————group of islands in————Bay of Bengal.
28. ————English defeated————Germans.
29. ————lion is————king of beasts.
30. ————Flying Mail was————hour late on————first of April.

Exercise 63. *Insert or omit Articles where necessary* :—

1. Where there is will there is way.
2. He became the king.
3. He is Solomon of his age.
4. The wisdom is the gift of heaven.
5. The gold is precious metal.
6. He preached the brotherhood of the man.
7. English is language of people of England.
8. The man is mortal.
9. Sun rises in east.
10. A black and a white kitten was playing in the garden.
11. I have read the first and second chapter of this novel.
12. Fiji is island in Pacific Ocean.
13. Bird in hand is worth two in bush.
14. The honesty is best policy.

15 Rich as well as poor were benefited
16 The King George VI was King of England
17 The beauty can be found in every place
18 The Everest is highest mountain in world
19 Woman is maker of home
20 Headmaster gave us holiday
21 He is historian of no mean repute
22 Lady he met at party worked for engineering company
23 What piece of work is the man !
24 What beautiful scene this is !
25 Honest man will speak truth
26 Cigarette is made of the tobacco and the paper
27 We make the butter and the cheese from the milk
28 Handkerchief is made of piece of the cloth
29 Knife is made of the steel
30 Ring is made of the gold or the silver

CHAPTER XVII

USE OF ADVERBS

167 Adverbs of frequency (*always, never often, ever, generally rarely frequently seldom sometimes*) are placed before the Verbs they modify

He *always* speaks the truth
He *never* does anything wrong
He *often* comes home late
Nothing *ever* happens in this village
We *generally* have breakfast at eight.
She *rarely* visits us
We *frequently* go to the cinema
He *seldom* comes late
She *sometimes* smokes
He *usually* gets up early

168 If the verb is *am is are, was* or *were* these adverbs are placed after the verb as

I am *always* at home on Sundays
I am *never* late for school
He is *often* late for school
We are *sometimes* late for school
He s *usually* early

THE CORRECT USE OF SOME ADVERBS

169. The Adverb **enough** is always placed *after* the Adjective which it modifies.

He was foolish *enough* to offend her.

He was rash *enough* to strike her.

He was clever *enough* to see through her game.

170. Too, very. The Adverb *too* means *excess* of some kind or *more than enough.*

'I am *too* tired to finish the work' means that I am so tired that I cannot finish the work.

1. It is *too* hot to go outside. (*Not*, *very* hot to go outside).
2. It is *very* hot today. (*Not*, *too* hot today).
3. I was *very* pleased when I heard the news. (*Not*, *too* pleased).
4. This news is *too* good to be true. (*Not*, *very* good).
5. My heart is *too* full for words.
6. She talks *too* much. (She talks more than she should.)
7. We are *very* late, but not *too* late to catch the train.
8. I am *very* tired, but not *too* tired to walk a little farther.
9. Ali was *too* frightened to speak.
10. The rose is *too* beautiful.
Sugar is *too* sweet.
My son's health is *too* good.

(In all these sentences use *very* instead of *too*).

171. Fairly, rather. Both mean 'moderately', but *fairly* is chiefly used with 'favourable' Adjectives and Adverbs (e.g., *good*, *bravely*, *well*, *nice*, etc.) while *rather* is chiefly used before 'unfavourable' Adjectives and Adverbs (e.g., *bad*, *stupidly*, *ugly*, etc.).

Ashok is *fairly* clever, but his brother is *rather* stupid.

He is *fairly* rich, but his uncle is *rather* poor.

You did *fairly* well in your examination, but your sister did *rather* badly.

This book is *rather* heavy, but that one is *fairly* light.

We're *rather* late, let us hurry.

This train is *fairly* fast ; it gets there in one hour.

You have given me *rather* a lot ; I don't think I can eat so much.

Exercise 64. *In each of the following sentences there are three answers marked* A, B *and* C. *Only one of these answers is correct. Write the letter of the correct answer in the brackets provided.*

(A) very (B) much (C) too

1 Honey is ———— sweet ( )
2 I am ———— sorry ( )
3 Her tone was ———— threatening ( )
4 He is ———— tired ( )
5 They were ———— alarmed at the bad news ( )
6 It is ———— hot today ( )
7 I was ———— pleased when I heard the news ( )
8 The patient is ———— better today ( )
9 I was ———— respected. ( )
10 He is ———— rich, yet he is discontented ( )
11 She was ———— frightened to speak. ( )
12 I am ———— glad to see you in such good health ( )
13 This news is ———— good to be true ( )
14 It is ———— hot to go outside ( )
15 Fruit is ———— cheap today ( )

Exercise 65 *Rewrite the following sentences using the word in brackets in its proper place —*

1 This exercise is bad (rather)
2 The train is fast (fairly)
3 He was brave to defy his employer (enough)
4 I have any money (hardly)
5 The bottle is full (quite)
6 We are late, let us hurry (rather)
7 We lost the match (nearly)
8 We deceive ourselves (sometimes)
9 He avoids bad companions (generally)
10, He makes a mistake (rarely)
11 He has hurt any person (never)
12 She has come in (just)
13 He did well in the examination (fairly)
14 He hasn t finished (yet)
15 I am late for my lectures (often)
16 He gets up at six (usually)
17 I have been told that (often)
18 The film was good (fairly)
19 I know her well (quite)
20 He was tall to reach the shelf (enough)

CHAPTER XVIII

THE CORRECT USE OF SOME PREPOSITIONS

172. At, in. Note their following *two* uses :—

(1) With reference to time, *at* is used for a *point of time* ; *in* for a *period of time* in which something happens ; as,

He came *at* daybreak (or *at* sunset).
At an early *hour* this morning the Hall was full of noise.
In this *month* (*year, season*) many famous men died.
He was born *in* 1950.
He will start *at* five o'clock *in* the morning.

(2) With reference to space, *at* is used for small and less important places, *villages* and *small towns* ; *in* is used for large places, *countries* and *large towns* ; as,

He lives *at* Lakheri.
He lives *at* Nadbai.
He lives *in* Delhi, Bombay, Calcutta, Madras.
He lives *at* Maulasar *in* Rajasthan.
I met him *at* Moga *in* the Punjab.

173. By, with. *By* is used after Verbs in the Passive to express the *agent* or *doer* of the action expressed by the Verb. *With* is used with the *instrument* with which the action is done.

The farmer was killed *by* a robber *with* a knife.
The essay was written *by* me *with* a fountain pen.
The tree was cut *by* the man *with* an axe.

174. On, upon. *On* is often used in speaking of things *at rest* ; *upon* is generally used in speaking of things *in motion* ; as,

We sat *on* the ground.
The cat sprang *upon* the table.

175. In, Into. *In* implies a state of *rest* or *position* inside anything ; while *into* denotes *motion* towards the inside of anything ; as,

He is *in* his room. (*Rest*)
He is *in* the class. (*Rest*)
He fell *into* the river. (*Motion*)
He jumped *into* the river. (*Motion*)

176. In, within. *In* denotes '*at the end of some future period*' ; *within* means '*before the end of*'; as,

He will return *in* [= at the close of] a week.
He will return *within* [= in less than] a week.

177 After, in *After* is used to denote *at the end* of a period of time *in the past*, while *in* is used to denote *at the end* of a period of time *in the future*, as,

She came *after* a week [= when the week was over] (*Past*)
She will come *in* a week [= when the week is over] (*Future*)

178 Since, for *Since* is used to denote a *point* of time in the *past*, *for* is used to denote a *period* of time in the *present, past* or *future*, as,

He has been sleeping *since* 6 o'clock (*Point*)
He has been sleeping *for* the last four hours (*Period*)

NOTE — We cannot say—'He has been sleeping *since* four hours'

179 Since, from *Since* is used to denote a *point* of time and comes after a Verb in the *Present Perfect Tense*, while *from* may be used with any form of tense Another difference is that *since* can be used only in reference to *past* time whereas *from* can be used also for *present* and *future* time

I have not met her *since* last week
He has been ill *since* Friday last.
I have been unwell *since* Monday

He *began* learning Sanskrit *from* the age of five (Past)
He *begins* school *from* today (Present)
He *will become* a regular student *from* tomorrow (*Future*)

180 Before, for *Before* is used in *Negative* and *Affirmative* sentences alike to denote a *point* of future time *For* is used in *Negative* sentences to denote a *period* of future time

I shall not be there *for* (not *before*) an hour (*Negative*)
I shall be there *before* 6 o'clock (*Affirmative*)
I shall not be there *before* 6 o'clock. (*Negative*)

181 Between, among *Between* is used in speaking of *two* persons or things, *among* refers to *more than two* persons or things as,

He stood *between* two girls
A quarrel arose *between* the two sisters
Slavery still exists *among* certain tribes
The brave soldiers quarrelled *among* themselves
There is said to be honour *among* thieves

182 Beside, besides *Beside* means *by the side of*, *besides* means *in addition to*, as,

She sat *beside* me [= by my side]
His answer is *beside* [= outside of] the point.
Besides [= in addition to] advising her he helped her with money
Besides being fined, he was imprisoned

Exercise 66. *Correct the following sentences, giving reasons for the corrections* :—

1. He cut his throat by a knife.
2. I am suffering from fever from Monday last.
3. My brother is ill from the second of March.
4. He walked in the hall.
5. These three soldiers quarrelled between themselves.
6. He lives in Rishikesh in Uttar Pradesh.
7. She sat besides me.
8. It has been raining since three hours.
9. Beside being fined, he was sent to prison.
10. At about what time will you come ?
11. This book is quite different than that.
12. We met her on the station.
13. It rained since early morning.
14. It is no use to make excuses.

Exercise 67. *Fill up the following blanks with appropriate Prepositions* :—

1. ————giving him advice, he gave him some money.
2. She worked and sang from morning————evening.
3. He is quite a different man————what I expected.
4. I prefer being thought an idiot————being thought a rogue.
5. I have a preference————mangoes————apples.
6. They waited————the bus stop————the next bus.
7. I prefer walking————cycling.
8. She supplied the poor————food.
9. She was very fond————reading novels.
10. She died————grief————her lost son.
11. I have been here————a long time.
12. I left Bombay three weeks————and have lived in Delhi ————then.
13. ————last month the weather has improved.
14. It has been raining————yesterday.
15. He was born————a small village————Uttar Pradesh.
16. The *Flying Mail* departs————1 P.M. for Amritsar.
17. I have been working hard————Mathematics.
18. The letter was written————me————a ball-pen.
19. He was praised————all————good behaviour.
20. It is impossible to agree————him————this point.
21. I am sorry to differ————you————that question.
22. He was killed————a highwayman———— a dagger.

23 I received a letter————ten o'clock————the morning

24 Divide this apple————two persons , it is too small to be divided————forty, for it cannot be divided————forty parts.

25 I have not seen your brother————his marriage

26 He was beside himself————joy

27 Blessed are the pure————heart.

28 Eye————an eye and a tooth————a tooth

29 I took him————his word

30 Matters appear to be————a standstill

Exercise 68 *Use appropriate Prepositions, given in brackets, in the following sentences —*

1 What is the time (in, by) your watch ?

2 Your method is different (than, from) mine

3 I have no use (of, for) it.

4 They are very proud (of, about) their success

5 The train is (in, on) time

6 We had to write the paper (in, with) ink.

7 Open your book (at, on) page twelve.

8 We must inquire (into, about) the matter

9 Someone is knocking (at, on) the door

10 He is married (to, with) his cousin

11 He was placed (between, among) two girls

12 She comes (of, from) a noble family

13 The soldiers marched (in, into) the courtyard.

14 He was standing (among, between) his subordinates

15 He is true (to, with) his friends

16 He was struck (with, by) a stone

17 I differ (with, from) you on that point.

18 The edition is very different (to, from) the other

19 He is not suitable (to, for) this post.

20 She was struck (with, by) lightning

21 I am sick (with of) idleness

22 He congratulated me (for, on) my success

23 His path was beset (by, with) difficulties

24 Your statement does not correspond (with, to) his

25 (Beside, Besides) advising us, he gave us money

26 The train is (behind after) time

27 He is not (at, in) home just now

28 Distribute the mangoes (among between) the students

29 Do not translate word (by, for) word

30 (From Of) what family is she sprung ?

Exercise 69. *Insert suitable Prepositions in the following sentences :—*

1. I pray you not to be angry————me.
2. I do not agree————your proposal.
3. I agreed————him————all points.
4. Abstain————evil and do good.
5. We waited————anxiety————news————her safe arrival.
6. They arrived————the railway station just————time.
7. The culprit is charged————murder.
8. She has a passion————reading novels.
9. I felt the necessity————doing it.
10. Is it necessary————you to answer all the questions ?
11. I have reconciled myself————my lot.
12. I have resigned myself————my lot.
13. He was relieved————his post.
14. He has no cause————complaint.
15. One star differs————another in glory.
16. That young gentleman is engaged————Miss Brown.
17. The purse was full————money.
18. He was indifferent————charms of beauty.
19. She is now married————a rich merchant.
20. They did not care————the concert.
21. He deals————Japanese silk.
22. His style was deficient————ease and variety.
23. He could not convince me————the truth of his statement.
24. You must deal fairly————your fellowmen.
25. Criminals are deprived————their liberty.
26. I correspond————her regularly.
27. Depend————the word of your true friend.
28. Can pleasure be derived————action that give pain to others ?
29. Temperance consists————avoidance of excess.
30. He is confined————bed.

Exercise 70. *Fill in the blanks with suitable Prepositions :—*

1. I prefer a book of travels————one of adventures.
2. Can you cure me————this disease ?
3. More things are wrought————prayer than this world dreams ————.
4. We furnished her————a copy of that letter.
5. My relations————her are quite friendly.
6. I am now————good terms with her.
7. We must sympathise————others————their distress.

8 You will have to answer———your master———that mistake
9 He made a living———begging———door———door
10 Do not complain———your hard lot.
11 I congratulated her———her recovery———a serious illness
12 She was vain———her beauty
13 You must apologize———her ———what you have done
14 I was annoyed———her———saying that
15 We must inquire ——— the matter
16 She rejoiced not only———her own success, but also———mine
17 You must provide———your children———the evil day
18 Aim———doing your duty———all risks.
19 He is vexed———her———what she has done
20 I depend———her coming———five o'clock.
21 She has not replied———my letter
22 What do you make———all this ?
23 There is no exception———the rule
24 He is too miserly to part———money
25 I shall not act———compulsion
26 I am not blind———my faults
27 He did not come———to my expectations
28 He takes———his father in good looks
29 The boys put———a good fight, but their opponents were too strong
30 He has lately come———a lot of money, so he can spend it freely

CHAPTER XIX

CONJUNCTIONS AND SENTENCE CONNECTORS

183 Read the following sentences —

1 She came to me *and* spoke against her husband.
2 Choose a watch *or* a clock.
3 It was a case of a miser *and* his money
4 Did you know *that* she was a Harijan ?
5 He will pass *if* he works hard
6 I cannot see *how* she can win

All the italicized words are called *Conjunctions* because they *join together* words and sometimes sentences

In sentences 1 and 2, the Conjunctions *and* and *or* join together the clauses that are independent of each other , *i e* , are of *equal rank* Such Conjunctions are called **Co-ordinating Conjunctions**

NOTE.—The sentence 2 means 'Choose a watch or (choose) a clock'. (Two clauses.)

In sentences 4, 5 and 6, the Conjunctions *that*, *if*, and *how* join clauses of *unequal* rank. One is the main or independent clause, the other is a clause depending on or limiting the main clause. Such Conjunctions are called **Subordinating Conjunctions.**

I. Co-ordinating Conjunctions

184. *Co-ordinating Conjunctions* are of *four* kinds :—

(1) **Cumulative or Copulative.** By these Conjunctions one statement or fact is simply *added* to another ; as,

And. — Trust in God *and* do the right.

Both...and. — He was *both* fined *and* imprisoned.

As well as. — He *as well as* his brother is intelligent.

No less than. — He *no less than* his brother is guilty.

Not only...but also. — He was *not only* fined *but also* expelled.

(2) **Alternative or Disjunctive.** By these Conjunctions an *alternative* or *choice* is offered between one statement and another ; as,

Either...or. —*Either* he is mad *or* he feigns madness.

Neither...nor. —*Neither* a borrower *nor* a lender be.

Or. — She must weep *or* she will die.

Otherwise, else. — Work hard, *else*(or *otherwise*) you will not pass.

(3) **Adversative.** These Conjunctions express *opposition* or *contrast* between two statements ; as,

But. — He is slow *but* he is steady.

Still, yet. — He is very rich, *still* (or *yet*) he is not contented.

Nevertheless. — He had no chance of success ; *nevertheless* he persevered.

Whereas, while. — Wise men love virtue ; *whereas* (or *while*) fools shun it.

Only. — You may stay in the room ; *only* make no noise.

(4) **Illative.** — By these Conjunctions one statement or fact is *inferred* or proved from another ; as,

Therefore. — He was found stealing ; and *therefore* he was arrested.

So, consequently. — He did not work ; *so* (or *consequently*) he failed.

For. — He will pass ; *for* he works very hard.

II Subordinating Conjunctions

185 *Subordinating Conjunctions* can be classified as follows —

(1) **Time**

I would die *before* I lied.
Wait *till* (or *until*) I return
Many things have happened here *since* you left.
Make hay *while* the sun shines.
I returned home *after* the sun had set.

(2) **Cause or Reason**

I love her *because* she is beautiful
I will go there *since* you desire it.
Let us go to bed *as* it is twelve

(3) **Result or Consequence.**

She wept so much *that* she fell ill
He was so intelligent *that* he won the first prize

(4) **Purpose**

We eat *that* we may live
He works hard *that* he may pass
Walk carefully *lest* you should fall

(5) **Condition**

I will dismiss you *if* you are late again
I agree to these terms *provided* you agree to mine
He ran *as if* he had been shot.

(6) **Concession or Contrast**

A book's a book, *although* there is nothing in it.
He is an honest man *although* he is poor
He is not contented *though* he is very rich
He will never pass *however* hard he may try

(7) **Comparison**

He is *as* clever *as* I [am]
I like her *as much as* you [I like you]
He likes me *no less than* you [he likes you]
He is more intelligent *than* you [are]

(8) **Extent or Manner**

Men will reap *as* they sow
He chose the candidates *according as* they were qualified

186 **Correlative Conjunctions** Certain Conjunctions are often used in pairs these are called **Correlative Conjunctions** The commonest are —

(1) **Either...or.**
He is *either* a rouge *or* a fool.
Either he is mistaken *or* his mother.

(2) **Neither...nor.**
He was *neither* gay *nor* sad.
He is *neither* a rogue *nor* a fool.

(3) **Though...yet.**
Though He slay me, *yet* I will trust in Him.
Though he is poor, *yet* he is contented.

(4) **Both...and.**
He is *both* a poet *and* a philosopher.
We *both* loved *and* honoured her.

(5) **Such...as.**
There is no *such* country *as* you mention.
She is not *such* a woman *as* you admire.

(6) **Such...that.**
Such was his love for her *that* he sacrificed even his life for her sake.

(7) **So, as...as.**
He is not *so* rich *as* you think.
It is *as* clear *as* the sun.

(8) **As...so.**
As you sow, *so* shall you reap.
As the child is, *so* is the man.

(9) **So...that.**
He was *so* tired *that* he could not walk any farther.
He was *so* honest *that* nothing would tempt him to take the bribe.

(10) **Scarcely...when.**
He had *scarcely* recovered from fever *when* he caught a bad cold.
He had *scarcely* reached the station *when* it began to rain.

(11) **Not only...but also.**
He is *not only* a priest *but also* a doctor.
He is *not only* honest *but* sincere *also*.
He visited *not only* Bombay *but also* Poona.
Not only does he speak well, *but* he writes well *also*

(12) **No sooner...than.**
No sooner did the bell ring *than* the boys left the class.

No sooner had she heard the news *than* she started off
No sooner does he arrive *than* he begins to work.

Correct Usage

187 When the Correlative Conjunctions *either or*, *neither nor*, *both and*, *not only but also* are used, care must be taken to place the first member (*i e*, the words *either*, *neither*, *both*, *not only*) immediately before the words that are contrasted

Incorrect Your brother was either there or your cousin
Correct *Either* your brother was there *or* your cousin [was there]

Incorrect Neither he is a rogue nor a madman
Correct He is *neither* a rogue *nor* a madman

Incorrect He both won a prize and a scholarship
Correct He won *both* a prize *and* a scholarship

Incorrect Not only he visited Delhi, but also Agra
Correct He visited *not only* Delhi, *but also* Agra

188 Neither is always followed by *nor*

I have *neither* written to her *nor* (not *or*) spoken to her
Neither his sister *nor*(not *or*) his mother met me

189 Scarcely is followed by *when*, and not by *than*

Scarcely had he left *when* (not *than*) a storm began to blow
Scarcely had he reached the station *when* (not *than*) the train started

190 No sooner is followed by *than*, and not by *but*

No sooner had the fight begun *than* (not *but*) he ran away
No sooner had he left *than*(not *but*) he came back again

191 Than is used as a Subordinating Conjunction The subordinate sentence introduced by *than* is generally elliptical So, in order to determine the case of the word after *than*, the ellipsis must be supplied

Incorrect He is stronger *than me*
Correct He is stronger *than I* [i e, than I (am strong)]

Note the difference between these two sentences —

(1) I love you better *than* him [= I love you better than (I love) him]
(2) I love you better *than he* [I love you better than he (loves you)]

Also note the following —

Incorrect He is as strong as *me*
Correct He is as strong as *I* (am)

Incorrect She can jump as high as *me*
Correct She can jump as high as *I* [can jump]

192 Rather and other are followed by *than* and not by *but*

Incorrect. I would have the watch rather but the pen.
Correct. I would have the watch *rather than* the pen.

Incorrect. She had no other hobby but that of collecting flowers.
Correct. She had no *other* hobby *than* that of collecting flowers.

193. The word **like** is often wrongly used for *as* ; as,
He did *like* he was told to do. [Say—'*as*'.]
She dances *like* her mother does. [say—'*as*'.]

194. In contracted sentences Conjunctions are often wrongly omitted after Adjectives.

Incorrect. He is more polite but not so kind-hearted *as* his father.
Correct. He is more polite *than*, but not so kind-hearted *as*, his father.

Incorrect. He is as strong if not stronger *than* Anil.
Correct. He is as strong *as*, if not stronger *than*, Anil.

195. Unless means *if not*. Hence the word *not* should not be introduced in the clause beginning with *unless*.

Incorrect. Unless you do not work hard, you will fail.
Correct. *Unless* you work hard, you will fail.

Incorrect. Unless you do not apologize, I shall punish you.
Correct. *Unless* you apologize, I shall punish you.

196. Lest means *so that ....not, for fear that*, and is in modern English followed by *should*.

Take care *lest* you *should* fall.
He ran hard *lest* he *should* miss the train.

197. That should never be used before a sentence in the Direct Narration, or after a Verb denoting a question in the Indirect Narration.

Incorrect. He said *that*, ' I am not feeling well'.
Correct. He said, 'I am not feeling well'.

Incorrect. He asked *that how* I was feeling.
Correct. He asked *how* I was feeling.

Incorrect. He enquired *that where* was the school.
Correct. He enquired *where* the school was.

Incorrect. He asked me *that whether* Mohan had gone.
Correct. He asked me *whether* Mohan had gone.

198. Since. When it is used as a Conjunction, it is always *followed* by a Verb in the *Simple Past*.

Incorrect. Three years *passed* since my cousin *has died.*
Correct. Three years *have passed* since my cousin *died*

Incorrect A month *passed* since *he had come* here
Correct A month *has passed* since he *came* here

Incorrect Two months *passed* since he *had left* school
Correct Two months *have passed* since he *left* school

199 Before When it is used as a Conjunction with reference to some *future* event, it is never followed by a Verb in the Future Tense, even if the Verb in the Principal Clause is Future

Incorrect The plants will die *before* the rains *will fall*
Correct The plants will die *before* the rains *fall* or *have fallen*

Exercise 71 *Fill up the blanks with appropriate Conjunctions —*

1 Love not sleep, ———you should come to poverty
2 Wisdom is better———rubies
3 I would rather suffer———apologize
4 ———you work hard, you will not pass
5 Many new things have happened——— I came here
6 Either this boy——— that girl has stolen my watch
7 No sooner had the train stopped——— he stepped out.
8 He is not so clever——— you think him to be
9 ———you tell me the truth, I shall punish you
10 Though he is poor,———he is honest.
11 He had scarcely reached the school———it began to rain.
12 I would rather be a good scholar———a wealthy prince
13 She had no other hobby———that of playing with the affections of her lover
14 No sooner had he left———a message was brought in
15 He is neither an idler———a gambler
16 She is beautiful———not vain.
17 Blessed are the merciful——— they shall obtain mercy
18 ——— you tell me the secret, I shall not let you go
19 Give every man thy ear———few thy voice
20 Give me water to drink,———I shall die of thirst.
21 I cannot give you any money,———I have none
22 We waited——— the train arrived
23 Many are called,——— few are chosen
24 Either you are mistaken,——— I am
25 We ran fast ——— we missed the train
26 ——— I were you, I d keep quiet.
27 Be just———fear not.
28 You will get the prize———you deserve it.
29 She has a lot of faults , ——— I admire her very much
30 She would not believe me ,———I had to give her proofs

Exercise 72. *Write out the following sentences, choosing the correct conjunction or the sentence connector from those in brackets :—*

1. I would have helped her———I had enough money. (*although, if, until*)
2. Tigers won't attack——— they are hungry. (*unless, because, although*)
3. The teacher punished him——— he had broken the window pane. (*although, if, because*)
4. I shall buy a new bicycle———I can get to school on time. (*if, because, so that*).
5. I would have gone to the party———I had been invited. (*so that, although, if*)
6. I was so tired———I at once fell asleep. (*that, until, before*)
7. I shall not return the book to her——— she asks for it. (*if, unless, although*)
8. When I reached the bus stand, I discovered I had missed my usual bus. ———, I reached the office on time. (*however, consequently, therefore*)
9. He works———he may earn money. (*lest, because, in order that*)
10. She went to the doctor———she might be cured. (*because, therefore, so that*)
11. She is a fine player———she is so small. (*because, although, unless*)
12. I will wait for you———you return. (*unless, until, provided that*)
13. You can borrow the book——— you return it tomorrow. (*provided that, unless, so that*)
14. She walks———she is slightly lame.(*so that, as though, in fact*)
15. Such an act would not be appreciated———it were just. (*as though, even if, so that*)
16. Ashok hasn't answered all the questions.———he hopes to pass in Mathematics. (*besides, nevertheless, in any case*)
17. We want others to forgive our faults.———, we should forgive the faults of others. (*consequently, nevertheless, similarly*)
18. The officer was suspended for disobedience of orders.———there was a charge of corruption against him. (*therefore, furthermore, consequently*)
19. He apologized to me for his rude behaviour.———, I agreed to go with him. (*moreover, however, consequently*)
20. You should start early,———you are likely to miss the train. (*indeed, otherwise, in fact*)

PART II

VOCABULARY AND IDIOM

CHAPTER XX

AIDS TO VOCABULARY

I Words Showing Collection

200 Study carefully the following words denoting *group* or *collection* —

An *army* of soldiers
An *assembly* of people
A *bale* of cotton or wool
A *band* of singers, musicians
A *board* of trustees directors
A *bunch* of grapes bananas, flowers, keys
A *bundle* of sticks hay
A *class* of students persons
A *collection* of stamps coins, curiosities
A *company* of soldiers merchants
A *congregation* of worshippers
A *constellation* of stars
A *course* of lectures
A *crew* of sailors
A *crowd* of people
A *curriculum* of studies
A *fleet* of ships
A *flight* of birds, stairs or steps
A *flock* of birds, sheep geese
A *gang* of prisoners robbers, thieves, convicts, labourers workmen

A *garland* of flowers.
A *group* of figures (in a picture), persons, islands.
A *heap* of stones, sand, ruins.
A *herd* of cattle, deer, goats.
A *hive* of bees.
A *league* of nations, states.
A *library* of books.
A *mob* of rioters.
A *pack* of hounds, playing cards.
A *pair* of shoes, spectacles.
A *peal* of bells.
A *regiment* of soldiers.
A *sheaf* of corn, arrows.
A *shower* of arrows, rain.
A *stack* of hay.
A *stock* of goods.
A *swarm* of flies, bees, ants.
A *team* of horses, oxen, or players at cricket or hockey.

II. Diminutives

201. Certain words are formed from other Nouns to express smallness, affection or contempt. Such words are called *Diminutives*. Study the following *Diminutives* :—

Ankle	Anklet	Hill	Hillock
Arm	Armlet	Leaf	Leaflet
Babe	Baby	Maid	Maiden
Bird	Birdie	Owl	Owlet
Book	Booklet	Pack	Packet
Brook	Brooklet	Part	Particle
Bull	Bullock	Ring	Ringlet
Cat	Kitten	River	Rivulet
Cigar	Cigarette	Root	Rootlet
Cock	Chicken	Shade	Shadow
Crown	Coronet	Stream	Streamlet
Duck	Duckling	Table	Tablet

III. Words Indicating Offspring of Animals

202. Study carefully the following :—

Bear	*Cub*	Horse	*Colt, foal, filly*
Cow	*Calf*	Hen	*Chicken*
Cat	*Kitten*	Lion	*Whelp*
Dog	*Puppy, Pup*	Sheep	*Lamb*
Duck	*Duckling*	Stag	*Fawn*
Goat	*Kid*	Tiger, Wolf	*Cub*

IV Words Expressing Cries of Various Animals and Birds

203 Different words are used to express the *cries* of different animals and birds. We say—

Asses *bray*
Bears *growl*
Bees *hum*
Birds *sing, twitter chirp* or *warble*
Bulls (oxen) *bellow*
Camels *grunt*
Cats *mew, purr*
Cattle *low*
Cocks *crow*
Cows *low*
Crows *caw*
Dogs *bark, yelp*, or *howl*
Doves *coo*
Ducks *quack.*
Elephants *trumpet*
Flies *buzz*
Foxes *yelp bark*
Frogs *croak.*
Geese *cackle*
Goats *bleat*
Hens *cackle, cluck*
Horses *neigh*
Jackals *howl*
Kittens *mew*
Lambs *bleat*
Lions *roar*
Mice *squeak.*
Monkeys *chatter, gibber*
Owls *hoot, screech*
Parrots *talk.*
Pigeons *coo*
Serpents (snakes) *hiss*
Sheep *bleat*
Sparrows *chirp, twitter*
Squirrels *squeak.*
Swallows *twitter*
Tigers *roar growl*
Vultures *scream*
Wolves *howl*

V. Some Common-place Comparisons

204 Study carefully the following idiomatic *comparisons* —

1 A *black* as *coal*
2 As *blind* as a *bat*
3 As *bold* as *brass*
4 As *brave* as a *lion*
5 As *busy* as a *bee*
6 As *cold* as *ice*
7 As *dry* as *dust*
8 As *dumb* as a *statue*
9 As *fair* as a *rose*
10 As *fast* as a *hare*
11 As *firm* as a *rock*
12 As *fierce* as a *tiger*
13 As *gentle* as a *lamb*
14 As *green* as *grass*
15 As *happy* as a *king*
16 As *hard* as a *stone*
17 As *heavy* as *lead*
18 As *hot* as *fire*
19 As *merry* as a *cricket*
20 As *pale* as *death*
21 As *proud* as a *peacock*
22 As *regular* as a *clock*

23. As *rich* as a *Jew*.
24. As *sharp* as a *needle*.
25. As *stupid* or *dull* as an *ass* or a *donkey*
26. As *sure* as *death*.
27. As *sweet* as *honey*.
28. As *swift* as an *arrow, lightning* or *thought*.
29. As *timid* as a *hare*.
30. As *white* as *snow*.
31. As *wise* as *Solomon*.

VI. Antonyms

205. Words having opposite or contrary meanings are called **Antonyms**. Study the following *Antonyms* :—

Above	Below
Accept	Refuse
Advantage	Disadvantage
Agree	Differ
Arrival	Departure
Artificial	Natural
Attack	Defend, protect
Barren	Fertile
Base	Noble
Beautiful	Ugly
Beginning	End
Belief	Doubt, disbelief
Bitter	Sweet
Blunt, dull	Sharp, keen
Bold	Timid
Bravery	Cowardice
Bright	Dull
Broad	Narrow
Care	Neglect
Cheap	Dear, expensive
Cheerful	Cheerless
Clean	Dirty
Clever	Stupid
Cruel	Kind
Confess	Deny
Deep	Shallow
Difficult	Easy
Disease	Health
Dwarf	Giant
Early	Late
Empty	Full
Exterior	Interior
False	True
Far	Near
Fat	Thin, lean
Freedom	Slavery
Foolish	Wise
Fortunate	Unfortunate
Fresh	Stale
Gain	Lose, loss
Great	Small
Happiness	Misery
Hard	Soft, easy
Haste	Delay
Heavy	Light
High	Low
Honest	Dishonest
Honour	Shame, dishonour
Hope	Despair
Hot	Cold
Humble	Haughty, proud
Important	Unimportant, trivial
Inferior	Superior
Include	Exclude
Inhale	Exhale
Import	Export
Ignorance	Knowledge
Joy	Sorrow

Dry	Wet	Junior	Senior
Lend	Borrow	Punctual	Late, unpunctual
Likeness	Difference	Profit	Loss
Long	Short	Punish	Reward
Loyal	Disloyal	Rich	Poor
Master	Servant	Rise	Fall, set
Moral	Immoral	Rough	Smooth
Manly	Unmanly	Rude	Polite
Mortal	Immortal	Real	Unreal
Meek	Haughty	Regular	Irregular
Negative	Positive	Remember	Forget
Old	Young	Sharp	Dull, blunt
Oral	Written	Smooth	Rough
Ordinary	Rare	Sweet	Sour
Open	Shut	Thick	Thin
Obey	Disobey	Top	Bottom
Peace	War	Victory	Defeat
Please	Displease	Virtue	Vice
Pleasure	Pain	Verbal	Written
Pleasant	Unpleasant	Win	Lose
Permanent	Temporary	Wide	Narrow
Presence	Absence	Warm	Cool

Exercise 73 *Choose the right word from the brackets to complete each sentence below Draw a line under it*

1 Horses (bleat, neigh, howl)
2 Bees (caw, buzz, chirp)
3 Tortoises (leap, crawl, run)
4 Bulls (squeak, grunt, bellow)
5 Asses (bleat, neigh, bray)
6 Bears (howl, growl, roar)
7 Lions (hoot, growl, roar)
8 Elephants (trumpet, bellow, howl)
9 Cows (bellow, growl, low)
10 Cocks (caw, crow, croak)
11 Frogs (croak crow, squeal)
12 Lambs (bark, neigh, bleat)
13 Mice (croak, whine, squeak)
14 Pigs (squeak, squeal, grunt)

15. Jackals (growl, grunt, howl).
16. Crows (crow, caw, hoot).
17. Owls (whine, scream, hoot).
18. Geese (quack, cackle, cluck).
19. Ducks (cluck, cackle, quack).
20. Serpents (squeal, hiss, buzz).

Exercise 74. *From the words in brackets choose the one which best fits the simile :—*

1. as gentle as a (bull, lamb, dove)
2. as brave as a (tiger, lion, bull)
3. as proud as a (hare, jackdaw, peacock)
4. as wise as an (ox, owl, elephant)
5. as slow as a (hare, snail, fox)
6. as cunning as a (jackal, fox, thief)
7. as busy as a (fly, hen, bee)
8. as stubborn as a (horse, bull, mule)
9. as slippery as an (ant, eel, ox)
10. as strong as an (ox, owl, elephant)
11. as blind as a (sparrow, bat, snail)
12. as hungry as a (hunter, lion, beggar)
13. as happy as a (prince, beggar, king)
14. as heavy as (stone, lead, iron)
15. as merry as a (prince, cricket, swallow)
16. as rich as a (king, Jew, prince)
17. as sharp as a (blade, knife, needle)
18. as fast as a (lamb, goat, hare)
19. as dumb as a (stone, rock, statue)
20. as sweet as (sugar, honey, milk)

Exercise 75. *Now complete each of these expressions. Choose words from the box :—*

brass	**velvet**	**thieves**	**crystal**	**cucumber**
rock	**feather**	**grave**	**rake**	**lightning**
judge	**hills**	**grass**	**glass**	**fiddle**
sky	**Job**	**gall**	**gold**	**arrow**

1. as cool as a————.
2. as bold as————.
3. as quick as————.
4. as fit as a————.
5. as firm as a————.
6. as sober as a————.
7. as straight as an————.
8. as blue as the————.
9. as smooth as————.
10. as light as a————.
11. as old as the————.
12. as patient as————.

13 as thick as———
14 as silent as the———
15 as green as———
16 as bitter as———
17 as clear as———
18 as thin as a———
19 as brittle as———
20 as good as———

Exercise 76 *Fill in the blanks with words opposite in meaning to those in italics* —

1 A *wise* enemy is better than a———friend.
2 Time makes the worst *enemies*———
3 *Prosperity* gains friends but———tries them
4 Victories of *peace* are more glorious than those of———
5 I know the *beginning*, and not the———of the story
6 Since he could not get a *permanent* job, he accepted a———one
7 His *defeats* are more glorious than his———
8 *Life* and———are in God's hands
9 Man *proposes* and God———
10 Man is *mortal* but the soul is———
11 Her *innocence* looked more like———
12 So strong was the———that the enemy's *attack* failed
13 *Failures* are the stepping-stones to———in life
14 Life is full of both *pleasure* and———
15 Our *loss* is your———
16 He was loved by his *juniors* and———alike
17 *Freedom* and———cannot exist together
18 Though at first she *denied*, she at last———her guilt.
19 This cloth is not *inferior* but———to that.
20 India's *imports* exceed her———
21 Your remarks will not *encourage* but———her
22 Sometimes *artificial* flowers look like———ones
23 *Stale* bread makes us ill so we must always eat———bread
24 These scissors are *sharp*, those are———
25 Follow the path of *virtue*, not of———
26 I saw an *ugly* woman with a———child in her arms
27 *Leaders* must have———
28 Sometimes he was full of *hope*, at other times he was filled with ———

The *descent* of the mountain is easier than the———
30 Instead of being *promoted*, he was———

Exercise 77 *Rrewrite the following sentences, filling in the blank with a word opposite in meaning to the one printed in italics* —

1 We prefer boys who are———to those who are *rude*

2. He likes *cooked* vegetables but she prefers———ones.
3. Boys who are———succeed, those who are *lazy* fail.
4. *Forgiveness* is nobler than———.
5. People *admire* those who are *patient* and———those who are ———.
6. We *agree* to———.
7. We prefer people who are———to those who are *proud.*
8. We———those who are———and *love* those who are *virtuous.*
9. The *innocent* often suffer for the———.
10. It is better to be an———than to be a *pessimist.*
11. *Natural* flowers are prettier than———ones.
12. A *dull* morning sometimes ends in a———evening.
13. To earn by *fair* means is not a sin, but to earn by———means is a sin.
14. Though his pay was *decreased*, his expenses———.
15. He did not know the difference between *right* and———.
16. Whether we *win* or———, we must always play fair.
17. Life is full of *comforts* and———.
18. *Truth*, if exaggerated, may become———.
19. His clothes were *clean* but his shoes were———.
20. They are———people with the *same* name.
21. It is easier to———than to *create.*
22. Neither a *borrower* nor a———be.
23. Things that are *cheap* in summer are———in winter.
24. All these questions are not *easy* ; some are rather———.
25. His———always exceeded his *income.*
26. God made the———and man made the *town.*
27. Her———was as unexpected as her *arrival.*
28. He behaved in a———manner though he is known to be *brave.*
29. It is the question of *supply* and———.
30. It is better to be *thrifty* than to be———.

CHAPTER XXI

WORD-BUILDING

206. Study carefully how Verbs are formed from Nouns and Adjectives, and how Nouns are formed form Verbs and Adjectives. The following tables will help you to build up your vocabulary also.

I. Formation of Verbs from Nouns

Nouns	*Verbs*	*Nouns*	*Verbs*
Advice	advise	Belief	believe
Bath	bathe	Breath	breathe

Nouns	*Verbs*	*Nouns*	*Verbs*
Camp	encamp	Joy	enjoy
Circle	encircle	Justice	justify
Class	classify	Knee	kneel
Cloth	clothe	Mass	amass
Company	accompany	Memory	memorize
Courage	encourage	Nation	nationalize
Criticism	criticize	Office	officiate
Custom	accustom	Patron	patronize
Danger	endanger	Peace	pacify
Food	feed	Population	populate
Force	enforce	Practice	practise
Friend	befriend	Prison	imprison
Fright	frighten	Sale	sell
Glory	glorify	Slave	enslave
Gold	gild	Speech	speak
Grass	graze	Success	succeed
Habit	habituate	Sympathy	sympathize
Half	halve	Tale	tell
Hand	handle	Terror	terrify
Haste	hasten	Throne	enthrone
Health	heal	Title	entitle
Height	heighten	Utility	utilize
Heir	inherit	Vacancy	vacate
Horror	horrify	Vapour	evaporate
Idol	idolize	Web	weave

II Formation of Verbs from Adjectives

Adjectives	*Verbs*	*Adjectives*	*Verbs*
Able	enable	Clear	clarify
Abundant	abound	Dark	darken
Bitter	embitter	Dear	endear
Black	blacken	Deep	deepen
Broad	broaden	Different	differentiate
Cheap	cheapen	Equal	equalize
Civil	civilize	False	falsify
Clean	cleanse	Familiar	familiarize

Adjectives	*Verbs*	*Adjectives*	*Verbs*
Feeble	enfeeble	New	renew
Fertile	fertilize	Noble	ennoble
Fine	refine	Popular	popularize
Firm	confirm	Public	publish
Flat	flatten	Pure	purify
Fresh	refresh	Real	realize
Full	fill	Red	redden
General	generalize	Rich	enrich
Glad	gladden	Short	shorten
Hale	heal	Sick	sicken
Hard	harden	Solid	solidify
Hot	heat	Special	specialize
Just	justify	Strange	estrange
Large	enlarge	Successful	succeed
Little	belittle	Sure	ensure
Low	lower	Sweet	sweeten
Mad	madden	Thick	thicken
Mean	demean	White	whiten
Moist	moisten	Wide	widen

III. Formation of Nouns from Adjectives

Adjectives	*Nouns*	*Adjectives*	*Nouns*
Able	ability	Coward	cowardice
Abundant	abundance	Curious	curiosity
Active	activity	Damp	dampness
Brave	bravery	Dear	dearth
Brief	brevity	Deep	depth
Broad	Breadth	Dense	density
Busy	business	Equal	equality
Calm	calmness	Faithful	faithfulness
Capable	capability	False	falsehood
Certain	certainty	Fast	fastness
Chaste	chastity	Fertile	fertility
Cheap	cheapness	Few	fewness
Civil	civility	Financial	finance
Compulsory	compulsion	Foolish	foolishness

Adjectives	Nouns
Frank	frankness
Free	freedom
Gallant	gallantry
Gay	gaiety
Generous	generosity
Grand	grandeur
Great	greatness
Happy	happiness
Hard	hardship
High	height
Holy	holiness
Honest	honesty
Humble	humility
Inferior	inferiority
Innocent	innocence
Just	justice
Liberal	liberality
Little	littleness
Local	locality
Long	length
Loyal	loyalty
Magnificent	magnificence
Mean	meanness
Merry	merriment
Moist	moisture
Mortal	mortality
Necessary	necessity
New	newness
Noble	nobility
Obedient	obedience
One	oneness
Perfect	perfection
Pious	piety
Poor	poverty
Popular	popularity
Private	privacy

Adjectives	Nouns
Proud	pride
Prudent	prudence
Pure	purity
Quick	quickness
Rare	rarity
Real	reality
Red	redness
Rich	richness
Rigid	rigidity
Rival	rivalry
Round	roundness
Royal	royalty
Sacred	sacredness
Safe	safety
Scarce	scarcity
Secret	secrecy
Severe	severity
Short	shortness shortage
Slow	slowness
Small	smallness
Special	speciality
Splendid	splendour
Strong	strength
Stupid	stupidity
Sweet	sweetness
Timid	timidity
True	truth
Uniform	uniformity
Vacant	vacancy
Vain	vanity
Vital	vitality
Weak	weakness
Wide	width
Wise	wisdom
Young	youth
Zealous	zeal

IV. Formation of Nouns from Verbs

Verbs	*Nouns*	*Verbs*	*Nouns*
Abound	abundance	Expel	expulsion
Accept	acceptance	Expect	expectation
Admit	admission	Except	exception
Advise	advice	Fly	flight
Approve	approval	Free	freedom
Acquaint	acquaintance	Give	gift
Acquire	acquirement, acquisition	Go	gait
		Grieve	grief
Amuse	amusement	Grow	growth
Bear	birth	Hate	hatred
Bind	bond	Heal	health
Bite	bit	Invite	invitation
Bless	blessing	Judge	judgement, justice
Break	breakage, breach	Know	knowledge
Believe	belief	Laugh	laughter
Carry	carriage	Learn	learning
Choose	choice	Lend	loan
Compel	compulsion	Live	life
Conceal	concealment	Manage	management
Consume	consumption	Mean	meaning
Correspond	correspondence	Marry	marriage
Deceive	deceit, deception	Move	motion, movement
Decide	decision		
Defy	defiance	Narrate	narration, narrative
Deny	denial		
Depart	departure	Obey	obedience
Do	deed	Object	objection
Drink	draught	Occupy	occupation
Envelop	envelope	Offend	offence
Exceed	excess	Oppose	opposition
Excel	excellence	Perform	performance
Exist	existence	Please	pleasure

Verbs	*Nouns*	*Verbs*	*Nouns*
Practise	practice	Reveal	revelation
Pretend	pretence	See	sight
Proceed	procedure process	Serve	service
		Shake	shock
Protect	protection	Sit	seat
Prophesy	prophecy	Slay	slaughter
Prove	proof	Speak	speech
Provide	provision	Steal	stealth
Pursue	pursuit	Strike	stroke
Quote	quotation	Succeed	success succession
Receive	receipt reception	Seize	seizure
Reduce	reduction	Tell	tale
Refer	reference	Try	trial
Refine	refinement	Think	thought
Reform	reformation	Vacate	vacancy
Refresh	refreshment	Vary	variety
Refuse	refusal	Weave	web
Relieve	relief	Wed	wedding
Rely	reliance	Weigh	weight
Respond	response	Write	writ writing

V Formation of Abstract Nouns

Words	*Abstract Nouns*	*Words*	*Abstract Nouns*
Act	action	Mother	motherhood
Agent	agency	Man	manhood
Baby	babyhood	Owner	ownership
Beggar	beggary	Patriot	patriotism
Bond	bondage	Priest	priesthood
Boy	boyhood	Robber	robbery
Child	childhood	Speak	speech
Dictator	dictatorship	Slave	slavery
Friend	friendship	Thief	theft
Hero	heroism	Woman	womanhood
Infant	infancy	Widow	widowhood
King	kingship	Young	youth

VI. Formation of Adjectives from Nouns

Nouns	Adjectives	Nouns	Adjectives
Adventure	adventurous	Ease	easy
Advice	advisable	East	eastern
Affection	affectionate	Emphasis	emphatic
Air	airy	Enemy	inimical
Ancestor	ancestral	Essence	essential
Angel	angelic	Example	exemplary
Anger	angry	Expense	expensive
Autumn	autumnal	Expression	expressive
Beauty	beautiful	Faith	faithful
Blood	bloody	Fame	famous
Body	bodily	Fancy	fanciful
Book	bookish	Fate	fateful
Boy	boyish	Father	fatherly
Brass	brazen	Fault	faulty
Brother	brotherly	Favour	favourable
Brute	brutal	Feather	feathery
Centre	central	Fever	feverish
Ceremony	ceremonial	Fire	fiery
Cheer	cheerful	Flesh	fleshy
Child	{ childish childlike	Flower	flowery
Circle	circular	Fog	foggy
Class	{ classic classical	Fool	foolish
Comfort	comfortable	Friend	friendly
Courage	courageous	Fruit	fruitful
Coward	cowardly	Fury	furious
Crime	criminal	Ghost	ghostly
Custom	customary	Glass	glassy
Danger	dangerous	Gloom	gloomy
Day	daily	Glory	glorious
Death	deathly	God	godly
Dew	dewy	Gold	golden
Drama	dramatic	Grass	grassy
Duty	dutiful	Greed	greedy
Earth	{ earthly earthen	Grief	grievous
		Habit	habitual
		Hair	hairy

Nouns	*Adjectives*
Hand	handy
Harm	harmful
Haste	hasty
Heart	hearty
Heat	hot
Heaven	heavenly
Herb	herbal
Hero	heroic
Hill	hilly
Home	homely
Honour	honourable honorary
Hour	hourly
Ice	icy
Idiot	idiotic
Ignorance	ignorant
Industry	industrial industrious
Joke	jocular
Joy	joyful, joyous
King	kingly
Labour	laborious
Lady	ladylike
Law	lawful, lawless
Life	lifelike, lifeless
Lord	lordly
Love	lovely, lovable
Machine	mechanical
Man	manly
Manner	mannerly
Medicine	medicinal
Memory	memorable
Merchant	mercantile
Mercy	merciful merciless
Might	mighty
Miracle	miraculous
Mirth	mirthful

Nouns	*Adjectives*
Moment	momentary
Money	monetary
Month	monthly
Muscle	muscular
Mystery	mysterious
Nation	national
Nature	natural
Navy	naval
Need	needful needless
Neighbour	neighbourly
Nerve	nervous
Neuter	neutral
Night	nightly
Number	numerous numeral
Palace	palatial
Passion	passionate
Peace	peaceful
People	popular
Picture	picturesque
Play	playful
Poet	poetic(al)
Practice	practical
Price	precious
Pride	proud
Profit	profitable
Quarrel	quarrelsome
Queen	queenly
Question	questionable
Renown	renowned
Ruin	ruinous
Scene	scenic
Science	scientific
Season	seasonal
Sense	sensible
Service	serviceable
Silk	silken

Nouns	*Adjectives*	*Nouns*	*Adjectives*
Slave	slavish	Type	typical
Smoke	smoky	Use	useful, useless
Solitude	solitary	Value	valuable
Space	spacious	Virtue	virtuous
Star	starry	War	warlike
Study	studious	Week	weekly
Sun	sunny	Wife	wifelike
Sympathy	sympathetic	Wind	windy
System	systematic	Winter	wintry
Table	tabular	Woman	{ womanly, womanish
Talk	talkative	Wonder	wonderful
Taste	tasty, tasteful	Wool	woollen
Terror	terrible	World	worldly
Thirst	thirsty	Worth	worthy
Time	timely	Year	yearly
Trifle	trifling	Yellow	yellowish
Trouble	troublesome	Youth	youthful
Tutor	tutorial	Zeal	zealous

Exercise 78. ***Fill in the blanks with proper forms of words given in the brackets :—***

1. We must show————towards animals. (*kind*)
2. Some students become————at the time of examination. (*fever*)
3. I was————pleased with his good manners. (*immense*)
4. My friend wanted me to————him to witness the cricket match. (*company*)
5. He showed great————. (*patient*)
6. ————can overcome mountains. (*persevere*)
7. '————before self' should be our aim in life. (*serve*)
8. Are you————when you are alone in the dark ? (*nerve*)
9. There is no————among rotten apples. (*choose*)
10. Too much————breeds contempt. (*familiar*)
11. At the————of his speech, he was highly cheered. (*conclude*)
12. An actor must have a clear————of the part he is to play. (*conceive*)
13. There is keen————in every trade. (*compete*)
14. There is no————between them. (*compare*)
15. He received a————ticket. (*compliment*)

16 A defeated country usually signs a treaty of peace under——— . (*compel*)
17 You must take your parents into——— (*confide*)
18 I sent a———letter to her (*console*)
19 He was———enough to have a good income (*fortune*)
20 He was on———terms with his employer (*friend*)
21 He is at———with his neighbour (*enemy*)
22 Smoking is———to health (*injury*)
23 He is an———politician (*influence*)
24 It was an———lecture (*inform*)
25 He is suffering from an———disease (*infection*)
26 His———was hailed by all (*acquit*)
27 You are———to me for this money (*account*)
28 He was———shot dead by his friend. (*accident*)
29 This book is a useful———to our library (*add*)
30 I———you there's no danger (*sure*)

Exercise 79 *Rewrite the following sentences after filling in the blank in the second sentence of each pair with the appropriate form of the word given in italics in the first sentence* —

1 He is very *familiar* with the languages spoken in South India
His———with the languages spoken in South India surprised me
2 I have no *doubt* that he will succeed
Are you———of his success ?
3 He is *regular* in attending the school
He won a prize for———in attending the school
4 He is always dressed in the latest *fashion*
He is a———man
5 He comes of a *noble* family
Everyone likes him for his———
6 I *suspect* his honesty
I am———about his honesty
7 He is a *responsible* young man
He always realizes his———
8 Very few people could *survive* the earthquake
The Prime Minister sent help to the———of the earthquake
9 You will *slip* if you don't walk carefully
It is difficult to walk on———roads
10 Many people *smuggle* Swiss watches into India
His uncle is a———of watches

11. He is a *sincere* friend.
He is loved by his friends for his————.
12. He believes in *spiritualism.*
He is a————.
13. Man is the only animal that can *speak.*
Man is the only animal that has the faculty of————.
14. Advani is very *diligent.*
He is admired by everyone for his————.
15. I feel *confident* that he will not deceive us.
I hope he will prove worthy of our————.
16. Has the news of Rani's marriage been *confirmed* ?
No, we are waiting for the————of the news.
17. He is *determined* to succeed.
His————is praiseworthy.
18. She *resembles* her sister very much.
Their————has created confusion many a time.
19. You should be *respectful* to your seniors.
I know you all come of————families.
20. What medicines has the doctor *prescribed* for you ?
You must take medicines according to the doctor's ————.
21. I *accept* your offer.
Your offer is————to me.
22. Do fairies *exist* ?
Not in real life. Their————is confined to fairy tales only.
23. He is always *thinking.*
He is always sunk in deep————.
24. Raman died in an *accident.*
His death was————.
25. It is *normal* for a child to eat four times a day.
————, a child eats four times a day.
26. There were two *similar* statements.
The————between them was hardly noticeable.
27. How do you *pronounce* this word ?
His————is improving.
28. Can you *prove* your nationality ?
Does it require any———— ?
We are often *deceived* by appearances.
Appearances are often————.
30. She *defied* her husband.
Her————naturally irritated her husband.

CHAPTER XXII

WORDS COMMONLY MIS-SPELT

207 Study carefully the following words which are usually mis-spelt —

A

Accept, acceptance, achieve, accident, accompany, accordance, accuse, acquaint, acquaintance, acquire, acquit, acquitted, across, actually, addition, address, admission, advantageous, advise (v), advice (n), advisable, adviser, aeroplane, affair affect, affectionately, afraid, agree, agreement, agreeable, allowance, Almighty, all right, altogether, always, ambassador, ancient, angel angle, anger, angry, announce, annual, annually, answer, anxiety anxious, apology, apologize, appearance, appoint, appointment, approach, argue, argument, arithmetic, around, arrange, arrive, arrival, asleep, astonish, attack, attempt, attract, August, autumn, avoid, awake, awe, awful, awkward

B

Bachelor, backward, balloon, bamboo, banana, bangle, banish, banker, bargain, barley, barren, bathe, battery, battle, beard, beautiful, beggary, beggar, begging, beginning, behalf, behave, behaviour, belief, believe, below, beneath, beneficent, beneficence, beneficial, besiege, birth, better, between, beware, bicycle, biscuit, bitter, blanket, blessing, blood, boarding, boast, bomb, borrow, born, borne bosom, bottle, boundary, bow, brave, bravery, breadth, breakfast, breathe, breeze, brick, bridegroom, bride, brief, brought, brother buffalo, build, bundle, bunch, (bench), burial, bury, business, button, buzz, bought

C

Candle, cannot (*not* can not), captain, carriage, caste, cattle, catch, caught, cease, celebrate, centre, century, ceremony, certain, certificate, challenge, character, cheerful, chief, children, chimney, choose, choice cholera, Christian, Christmas, cigarette, cinema, circle, circus, citizen, civilization, clerk, climb, clock, clothe, college, colour, column, comb, commander, commence, commercial, commissioner, commit, committed, committee, common companion, company, compare, comparison, competition, complain, complement, (compliment), complete, conclude, conclusion, conduct, confess, conquer(or),, conquest, conscience, conscientious, conscious continue, control, controlled controller, correspondence, cottage cough council, counsel, cricket, curtain

D

Dairy, daughter, death, debt, debtor, deceit, deceive, December, decision, defence, degree, defiance, defy, delay, delicious, departure, dependent, depot, depth, derive, description, determine, develop, devour, diary, die, differ, difference, discourage, discuss, disease, disguise, divide, division, double, doubt.

E

Eclipse, edge, educate, eighth, eighteen, either, elder, eleven, embarrass, emperor, empress, enemy, engine, engineer, enmity, enough, envelope, equally, err, error, escape, exact, excellent, except, excess, expect, experience, explain, explanation, eye.

F

Failure, familiar, famous, farther, (further), fashion, fasten, fault, favour, favourite, feather, February, fetch, fever, fiery, figure, film, fitted, flattery, float, flock, flood, floor, flourish, flower, flew, foreign, foreigner, forgotten, forty, fortunate, fought, fountain, freedom, friend, fruit, fulfil, fulfilled, fully, future.

G

Gather, general, generally, gentle, glorious, goddess, good-bye, governor, governess, government, grammar, grief, group, guard, guardian, guess, guidance, guide, guest, guilt.

H

Hammer, handful, handkerchief, handle, happen, harass, hasten, healthy, heaven, hero, heroine, hers (*not* : her's), hidden, height, hindrance, hockey, holiday, honest, honour, horrible, horror, hour, hotel, humble, hundred, hunger, hungry, hurrah, hurriedly.

I

Ideal, idle, idiot, idol, impossible, incident, incite, increase, independent, industrious, inferior, influence, influential, innings, innocent, inquire, inquiry, insincere, inspector, instead, intelligence, intention, interesting, interference, interview, invention, its (*not* : it's).

J

January, jealous, jeer, jewel, jewellery, journey, judge, judgement, juggler, juice, jungle, justice.

K

Key, kitchen, knee, kneel, knelt, knife, knot, knowledge.

L

Laboratory, labour, laborious, ladies, latter, (later), laughter, lawyer, lay, (laid), layer, laziness, lead, (led), leaf, leaves, learned, least, leather, leave, lecture, lesson, (lessen), letter, liable, lion, library, lick, lie, liquid, listen, little, lonely, loose, (lose), lottery, lovable, lovely, lucky, luckily, lying

M

Magistrate, magnificent, magnificence, malaria, manage, mangoes, manner, marble, marriage, married, match, mathematics, meant, measure, meet, (met), medal, meddle, medicine, memory, memorize, merchant, merciful, merry, merriment, message, messenger, metal, middle, mighty, military, minute, miserable, misery, missed, mistress, mixture, mock, moderate, modern, Monday, money, monkey, month, mosquito(es), mountain, movable, muddy, municipal, muscle, murder, murderer, murmur, museum, musician, mutual

N

Naked, narrow, naturally, necessary, necessarily, necessity needful, negligence, negligible, neigh, neighbour, neither, nephew, nickel, niece, nineteen, ninety, ninth, noble, nobility, noise, noisy, November, now a days

O

Oath, obedience, obediently, obey, obtain, occasion, occasionally occur, occurred, occurrence, ocean, o'clock, October, offence, offer, omit, omitted omission, opinion, opium, opportunity, oppose, oppress, orange, orator, orchard, ordinary, organiser, original, ornament, ours (*not* our's) owe, own, owner, oxen

P

Painful, painter, palace, palatial, palm, parcel, pardon, parrot, particle particular, partner, passage, patient, patience, patriotism, pay, (paid), peace, peaceful peon people, perhaps, period, permit, permission, perseverance, persistent, personally, persuade, picture, piece pioneer pierce, pigeon, pillow pilot piteous, pitiful, plague plan, planned, platform, played player, please, pleasant, pleasure, plough, poison, poisonous, police, pump, popular, portrait, possess, possessed possession, possibly, potato, potatoes, power, practice, practicable, prayer, precious, preferable, preference, preparation, president, pretty, priest, primary, princess, principal, principle, prison, prisoner, profit profited, profitable, proud

Q

Quarrel quarrelled, question, quick, quiet, quite, quinine

R

Radio, raise, rarely, rather, ready, reality, really, receive, receipt, reception, recipient, referred, register, regular, reign, rein, rejoice, relation, release, rely, repeat, repetition, require, riches, righteous, riot, risen, rival, roll, rolling, rubber, rudely, runner, rupee.

S

Sacred, sacrifice, safety, sailor, satchel, Saturday, said, scene, scenery, scent, scholar, school, scout, scream, screen, search, season, secretary, seize, senior, sense, sensible, separate, several, shadow, sheep, shepherd, shining, shirt, shoes, shock, shoulder, shout, shower, siege, sieve, sigh, sight, sign, signature, simply, sincere, sincerely, single, sitting, sixty, sixteen, sixth, soldier, sorrow, soul, speech, spinning, spirit, spread, steal, steel, stick, stuck, straight, strength, strike, struck, struggle, succeed, successful, suffering, suddenly, sufficient, superior, supper, supervisor, surely, swear, sweet, sweetmeat, swimmer, sympathy, sympathetic, sympathize.

T

Tailor, talked, telephone, temper, tenant, tennis, terrible, terror, theirs (*not* : their's), thicket, thief, thought, thirsty, thirteen, though, thousand, through, thrown, thrust, thunder, Thursday, tie, toes, together, tomorrow, topped, touch, traveller, trick, trolley, truly, Tuesday, turban, twelve, twelfth, twice.

U

Umbrella, umpire, uncle, underneath, union, unity, unless, until, upper, useful, usually, utter, utterance.

V

Vacation, valuable, vanish, vegetable, viceroy, vicious, victory, victorious, view, violent, violate, virtue, virtuous, visitor, volley-ball, villain, voice, voyage, voted, vow, vulture.

W

Waist, waste, waiter, watchman, weak, (week), wealth, weather, (whether), weave, wedding, Wednesday, weight, welcome, welfare, well-to-do, wheel, whom, wherever, which, whisper, whistle, whole, wholly, whose, wicket, widow, widower, width, willing, winning, window, wisdom, withhold, wolf, wonderful, woollen, world, worry, worried, worse, worst, wound, wreck, wretched, wrestle, wrestler, wrinkle, wrist, write, wrote, written, writing.

Y

Year, yellow, yesterday, yield, yoke, young, youth, yours (*not* your's)

208 (a) The following words are written separately —

All right at once, at all in spite of, do not at least, all round

(b) Note the spelling of the following Verbs in the Past Tense —

Benefited, slipped, preferred vomited, quarrelled differed, offered, pitied permitted, agreed, argued, robbed, caught taught, fought, begged, thought, borrowed, carried, stopped chose, crossed, died, dealt, deceived, believed, wrote

Exercise 80 *Below are given words with three different spellings each Pick out the correct spelling of each word and write it down as your answer in the brackets provided —*

1 alloted, allotted alotted ( )
2 separate, seperate, saparate ( )
3 tution, tuition, tusion ( )
4 machinary, machinery, mechinary ( )
5 receive receeve recieve ( )
6 liabrary library liberary ( )
7 barristar barristor, barrister ( )
8 adviser, advisor, advisar ( )
9 begining, beginning bigining ( )
10 exarcise, exercise, excercise ( )
11 excise, exise, excize ( )
12 committee comittee commitee ( )
13 occured occurred, ocurred ( )
14 quarelled quarrelled, quareled ( )
15 calculater calculatar, calculator ( )
16 believe beleive, beleeve ( )
17 repitition repetition repeatition ( )
18 confidance confidense, confidence ( )
19 ocean oceon, oation ( )
20 remembrance, rememberence remembrence ( )
21 jewelery jewellery, jewellary ( )
22 museum, museeum museam ( )
23 neece niece neice ( )
24 arithmatic arethmatic arithmetic ( )
25 accident, accidant, accedant ( )

26. transister, transistor, transistar ( )
27. majistrate, magistrat, magistrate ( )
28. organisar, organisor, organiser ( )
29. superviser, supervisar, supervisor ( )
30. interruption, interraption, interrupsion ( )

Exercise 81. *Complete the following words by adding* **ance, ence** *or* **ense** :—

1. clear———	11. experi———	21. evid———
2. susp———	12. occurr———	22. entr———
3. pret———	13. accept———	23. remembr———
4. guid———	14. exist———	24. allow———
5. attend———	15. persever———	25. assur———
6. consci———	16. refer———	26. nuis———
7. comm———	17. defi———	27. ignor———
8. subst———	18. influ———	28. nons ———
9. griev———	19. appear———	29. interfer———
10. alli———	20. prefer———	30. resembl———

Exercise 82. *Complete the following words by adding* **ary, ery** *or* **ory** :—

1. green———	11. bound———	21. dormit———
2. cemet———	12. gall———	22. vict———
3. dysen———	13. milit———	23. diction———
4. begg———	14. secret———	24. advis———
5. batt———	15. second———	25. surg———
6. scen———	16. introduct———	26. flatt———
7. fact———	17. prim———	27. Febru———
8. brav———	18. libr———	28. lavat———
9. myst———	19. necess———	29. brib———
10. ordin———	20. supervis———	30. lott———

Exercise 83. *Insert* **ei, ie, ea** *or* **ee**, *as the case may be in each blank* :—

1. sl———ve	6. n———ghbour	11. br———f
2. s———ve	7. s———ze	12. bel———ve
3. rec———pt	8. ch———f	13. car———r
4. fr———nd	9. th———f	14. carr———r
5. for———gner	10. dec———ve	15. r———gn

16	w——ght	21	ch——p	26	misch——
17	sh——ld	22	cr——ture	27	w——ther
18	kn——l	23	decr——	28	qu——t
19	scr——m	24	dr——m	29	st——p
20	d——th	25	h——lthy	30	consc——nce

CHAPTER XXIII

COMPOUND WORDS

209 Compound words are, for the most part, Nouns, Adjectives and Verbs

210 Compound Nouns may be formed from —

(1) Noun + Noun, as,
Moonlight, oil lamp, ear-ring, armchair, postman, railway, air hostess door step, sign post trap-door, lion tamer, ring-leader, moneylender, man servant, fire-escape, tax payer, shoemaker, haystack, windmill, teaspoon, newspaper

(2) Adjective + Noun, as
Madman stronghold nobleman, sweetheart shorthand, blackbird quicksilver

(3) Verb + Noun, as,
Tell tale, pick-pocket, cut throat, stop-gap make shift, spendthrift breakfast, daredevil, passport.

(4) Gerund + Noun, as
Drawing room looking glass, walking-stick, laughing-stock, skipping rope, stepping stone, blotting paper

(5) Adverb + Noun as,
Overcoat, after thought, post script under tone, fore sight downfall overload, out patient, over-dose up land off shoot

(6) Adverb + Verb as
Income output intake offspring, outbreak, outlook outfit, upstart, outburst, outlet, out-cast, outcome upkeep outset, outcry

(7) Verb + Adverb as,
Drawback, send off go-between, look-up die hard, break-down runaway, fare well, stand still walk-over

211. Compound Adjectives may be formed from :—

(1) Noun + Adjective (or Participle) ; as,

Home-sick, weather-beaten, hen-pecked, moth-eaten, head-strong,world-wide, life-long, high-brow, knee-deep, purse-proud, snow-white, blood-red, pitch-dark, skin-deep, stone-blind, noteworthy, heart-rending, ear-piercing, time-serving, heart-broken, bed-ridden, hand-made, love-lorn, water-proof, self-sacrificing, money-making.

(2) Adjective + Adjective ; as,

Red-hot, white-hot, dark-brown, dull-grey, lukewarm, worldly-wise, ready-made, wide-spread, high-born, full-grown, fool-hardy, thick-set, new-laid.

(3) Adverb + Participle ; as,

Out-spoken, down-hearted, well-deserved, down-trodden, long-suffering, everlasting, never-ending, thorough-bred.

212. Compound Verbs may be formed from :—

(1) Noun + Verb ; as,

Earmark, waylay, typewrite, backbite, browbeat.

(2) Adjective + Verb ; as,

Whitewash, dryclean, safeguard.

(3) Adverb + Verb ; as,

Overtake, overdo, overhear, overthrow, foresee, foretell, undertake, undergo, outbid, outdo, upset, undersell.

Exercise 84. *Explain the formation of the following compound words :—*

Outlet, overdose, hard-hearted, outspoken, sunstroke, shoe-maker, pastime, household, bloodshed, backbite, underground, gainsay, overcharge, fire-proof, top-heavy, heaven-born, wide-spread, onlooker, turncoat, cupboard, backslider, passport, fly-wheel, wind-screen, ear-mark, counter-act, after-thought, chicken-hearted, hen-pecked, double-faced, whole-hearted, care-worn, underbid, send-off, skin-deep, stronghold, brand-new, jet-black, life-long, worldly-wise, single-handed, pickpocket, penny-wise, pound-foolish, underground, undergrowth.

Exercise 85. *Choose one word from List* A *and one word from List* B *to form a compound word . e.g.*, crossword.

List A

cross, cut, dead law, cup, cow, court, broad, trust, spend, nut, post step type, vice, ward, under grave, counter, with, news, pass credit break ring, hand, straight, down, high, torch

List B

mine, act yard draw robe president *word*, throat breaker, lock, board, herd way, martial, shell, worthy, thrift, writer, print, port script, mother, cast, able leader, loom down, bearer, fall, forward

CHAPTER XXIV

SINGLE WORDS FOR GROUPS OF WORDS

213 It is sometimes desirable to express the idea of a phrase or a group of words by a single word —

1 He is *liked by the people* **(popular)**
2 He arrived *exactly at the time appointed* **(punctually)**
3 I want you to go *at this very moment* **(immediately)**
4 She was *careful about how she spent her money* **(frugal)**
5 He died *a short time ago* **(recently)**
6 She is *not yet fully developed* **(immature)**
7 He is *fair in giving judgements* **(impartial)**
8 A storm is *likely to come soon* **(imminent)**
9 Her handwriting is *difficult or impossible to read* **(illegible)**
10 His mother is *unable to read or write* **(illiterate)**
11 All the streets were *decorated with bright lights as a sign of rejoicing* **(illuminated)**
12 Glass is *hard but easily broken* **(brittle)**
13 He was elected *by all present without opposition* **(unanimously)**
14 She *did not accept* the invitation **(declined)**
15 The driver *increased his speed* as he came to the hill. **(accelerated)**
16 Tortoises *pass the winter in sleep* in cold countries **(hibernate)**
17 The propeller was *turning round and round* very rapidly **(revolving)**
18 Hitler *marched forcibly into* Poland in 1939 **(invaded)**
19 Mr Mody at last *brought back to his mind* the number of the house he was looking for **(recalled)**
20 Do you know the *place to which you are going*? **(destination)**

21. When Mr. Hill died, his wife and children were left *without food, clothes, and other things necessary for life.* **(destitute)**
22. He was *removed from the throne* by his step-brother. **(dethroned)**
23. Soap is a *substance that removes dirt, especially from the surface of things.* **(detergent)**
24. He is a *person whose business is to detect criminals.* **(detective)**
25. The applicant is *one who, according to the rules, cannot be elected.* **(ineligible)**
26. These words are now *no longer in use.* **(obsolete)**
27. His manners were *more like those of a woman than of a man.* **(effeminate)**
28. He is *able to perform duties well.* **(efficient)**
29. These measures will be *able to bring about the result intended.* **(effective)**
30. The cow is one of *those animals that suckle their young.* **(mammals)**

Exercise 86. *Give single words for each of the following expressions. Choose the words from the box :—*

autobiography	**campus**	**infectious**	**orphan**
calculable	**carrier**	**contagious**	**century**
camouflage	**cavalry**	**infallible**	**biography**
campaign	**infidel**	**anniversary**	**biology**
transparent	**calendar**	**inflammable**	**biplane**

1. A hundred years.
2. A child whose parents are dead.
3. Life history of a person written by himself.
4. Life history of a person written by another.
5. Science of life and living things.
6. Aircraft with two pairs of wings, one above the other.
7. List of the days, weeks, months, of a particular year.
8. That may be measured, reckoned, or relied upon.
9. That which makes it difficult to recognize the presence or real nature of something.
10. Group of military operations with a set purpose, usually in one area.
11. Grounds of a school, or university, where the main buildings are.
12. Person or company that carries goods for payment.
13. Soldiers who fight on horse-back.
14. Incapable of making mistakes or doing wrong.

15 Person with no belief in religion (especially in what is considered to be the true religion)
16 That can be spread by touch
17 That can be spread by means of germs carried in the atmosphere or in water
18 Yearly return of the date of an event.
19 That may be easily set on fie
20 Allowing light to pass through so that objects behind can be distinctly seen

Exercise 87 *Fill in the blanks with a single word for each of the following groups of words given in brackets The words in the box will help you —*

1 The————were small and he was not content.
(the money workmen get for work)
2 They covered the————with flowers
(where the dead body is buried)
3 He wore his————only at the time of eating *(a set of false teeth)*
4 I learnt that my————had to go to Poona
(a person who welcomes guests in his house)
5 Ashok is a———— *(person who has studied law)*
6 I shall like to visit the————with you *(building in which objects illustrating art history science, etc , are displayed)*
7 The *Mahabharata* is an————
(account of the deeds of great heroes)
8 An————broke out in the town *(disease which is widespread among many people in the same place for a time)*
9 The *Panchatantra* is a book of———— *(short tales, especially with animals in them and intended to give moral teaching)*
10 She was very fond of———— *(animals kept as a companion, treated with care and affection)*
11 A truck is a means of———— *(carrying goods or persons from one place to another)*
12 Some plants can be———— *(taken up with roots and planted in another place)*
13 He is an———— *(person who looks upon the bright side of things)*
14 He is an———— *(person who makes or sells optical instruments especially eye glasses)*
15 He always treated his————with respect.
(persons against whom one fights struggles plays games or argues)

16. After a long————the bill was passed by the Lok Sabha. *(discussion especially at a public meeting or in Parliament)*
17. He is a strict————. *(person who eats no meat)*
18. He is a————. *(person unable to pay his debts)*
19. His father is an————. *(minister representing the government of his country in a foreign country)*
20. Our country has made great progress in a————. *(period of ten years)*

decade	denture	epic	optimist	epidemic
grave	lawyer	pets	optician	vegetarian
debate	bankrupt	host	opponents	transplanted
fables	museum	wages	transport	ambassador

CHAPTER XXV

WORDS LIABLE TO BE CONFUSED AND MISUSED

214. Students are liable to misuse words that are similar in form or sound, but different in meaning. A list of such words as are liable to be confused is given below :—

1. **Accede :** consent. 'I cannot *accede* to your request.'
   Exceed : surpass. 'His expenditure *exceeds* his income'.

2. **Accept :** to receive with favour. 'I *accept* your offer.'
   Except : to omit or exclude. 'If you will *except* the last term, I shall *accept* the contract.'

3. **Access :** approach or admission. 'A poor man has no *access* to the King.'
   Excess : more than enough. 'He smokes to *excess*.'

4. **Adapt :** to make suitable ; to adjust properly. 'We must *adapt* ourselves to changing circumstances.'
   Adopt : to accept and approve. 'They *adopted* a child.' 'He *adopted* my scheme.'
   Adept : One who is skilled. 'He is an *adept* in painting.'

5. **Advise :** (Verb). 'Please *advise* me what to do.'
   Advice : (Noun). 'He paid no heed to my *advice*.'

6. **Affect :** (1) to influence. 'Bad weather *affects* her health.'
   (2) to pretend. 'Beginners often *affect* learning.'
   Effect : (1) Verb. 'The prisoner *effected* (made) his escape.'
   (2) Noun. 'What will be the *effect* (result) of this ?'

7 Allusion an indirect reference 'If your *allusion* is to any woman present here, please name her'
Illusion an imaginary appearance 'A mirage is an optical *illusion*'

8 Altar a place for offerings 'The pious old man bowed before the *altar*'
Alter to change 'Nothing can *alter* my decision'

9 Antic odd 'We laughed at her *antic* gestures'
Antique old fashioned 'We laughed at her *antique* dress'

10 Ascent going upwards 'The balloon is on the *ascent*'
Assent agree consent 'I cannot *assent* to your proposal'

11 Aught anything 'For *aught* I know, she is innocent.'
Ought should 'We *ought* to respect our parents'

12 Bail security 'He was released on *bail*'
Bale bundle 'Fifty *bales* of cotton were burnt.'

13 Berth a sleeping place in a train or on a ship 'I got a *berth* reserved for me in the first class compartment
Birth 'She gave *birth* to a child'

14 Bear endure 'I cannot *bear* this insult'
Bare uncover 'She *bared* her bosom to the moon'

15 Born (Past Participle of *bear*) 'He was *born* on Tuesday
Borne carried 'The message was *borne* to her'

16 Canon rule 'Every nation has its own *canons* of morality'
Cannon a large gun Cannon to the left of them, *cannon* to the right of them'

17 Canvas a kind of coarse cloth Shoes made of *canvas* are not durable
Canvass solicit votes 'Will you *canvass* votes for me?

18 Casual occasional, irregular *Casual* reading is better than no reading'
Causal relating to cause 'The *causal* connection between food and health

19 Censor to subject to an official examiner The news is *censored*'
Censure to criticize adversely They *censured* her conduct bitterly

20. **Cession** : the transfer of territory by one country to another. 'Nothing short of the *cession* of the territory would satisfy the invader.'
Session : a term or a meeting period, as of a court, a legislature, or any organized assembly. 'The winter *session* of the Assembly is over.'

21. **Cite** : to quote. 'He *cited* verses from the Bible.'
Site : a place chosen for some special purpose. 'The *site* for the school building was selected by the Headmaster.'
Sight : view. 'A horrible *sight* met our gaze.'

22. **Coarse** : rough. 'He wears *coarse* clothes.'
Course : direction. 'She has taken a wrong *course* (path).'

23. **Compliment** : regard. 'Tender my best *compliments* to your wife.'
Complement : that which makes up. 'My work is a *complement* to Mr. Gupta's.'

24. **Confidant** : one who is trusted with a secret. 'My *confidant* betrayed my secret.'
Confident : sure. 'She is *confident* of success.'

25. **Cord** : rope. 'He cut the *cord* with a knife.'
Chord : a straight line joining any two points in a curve or a circle ; as, 'the *chord* of a circle.'

26. **Corporal** : relating to the body. '*Corporal* punishment in schools must be discouraged.'
Corporeal : relating to matter as opposed to spirit. 'Angels are not *corporeal* beings.'

27. **Council** : an assembly for conference or deliberation. 'He is a member of the Social Welfare *Council*.'
Counsel : (1) to advise and instruct : 'Fathers usually *counsel* their sons against excess.' (2) advice ; a legal adviser or advocate. 'He has engaged a *counsel* to defend him in the High Court.'

28. **Decent** : well-behaved and respectable. 'She is a *decent* girl.'
Descent : derivation ; slope, 'Her *descent* from a noble family was also taken into account.' 'The journey down the *descent* was easy.'
Dissent : disagreement. 'Murmurs of *dissent* were heard at the meeting.'

29 **Deference** respect. 'Treat your elders with *deference*'
Difference 'There is a great *difference* between these two statements'

30 **Defy** challenge 'He *defied* all authority'
Deify worship 'The leader was *deified* by the people'

31 **Dependant** subordinate 'Be kind to your *dependants*
Dependent 'He is *dependent* on his wife'

32 **Deprecate** feel and express disapproval of 'He *deprecates* changing the rules at present.'
Depreciate make or become less in value 'The purchasing power of money has *depreciated* since she purchased her savings certificates'

33 **Disease** illness 'Consumption is not a fatal *disease*'
Decease death 'A severe *disease* may cause *decease*'

34 **Dual** double 'I do not believe in this *dual* policy of the Government.'
Duel a combat between two men 'He fought a *duel* in his youth'

35 **Dying** (the Present Participle of *die*) 'People are *dying* of disease every day'
Dyeing (the act of colouring), 'This laundry does cleaning and *dyeing*

36 **Elicit** draw out. 'I could not *elicit* any truth from her'
Illicit unlawful 'Those who carry on *illicit* trade in opium are liable to be prosecuted'

37 **Elude** to escape 'He cleverly *eluded* the police'
Allude to refer to 'Which is the woman you *alluded* to in your speech?'

38 **Emerge** to come out 'The swimmer *emerged* from the water'
Immerge to plunge into 'The chemist *immerged* the metal in acid.'

39 **Emigrant** a person who leaves one country to take up residence in another 'The Irish *emigrants* settled in Canada
Immigrant one who comes to one country from another to live there permanently 'Most of the Americans are English *immigrants*'

40 **Eminent** prominent. 'He is an *eminent* doctor
Imminent It applies especially to danger or misfortune that threatens to happen immediately She was saved from *imminent* death'

41. **Eruption** : a violent bursting out. 'Many villages were destroyed by an *eruption* of the volcano.'
Irruption : a sudden invasion. 'The Chinese *irruption* into Tibet.'

42. **Farther** : actual distance or extension in space. 'It is *farther* from Delhi to Madras than it is from Delhi to Bombay.'
Further : something additional in thought. 'They discussed the matter *further*.'

43. **Fare** : 'What is the railway *fare* from Delhi to Bombay ?'
Fair : 'The weather is *fair*.' 'Her dealings are *fair*.'

44. **Forgo** : abstain from ; give up. 'I shall *forgo* the pleasure of that trip.'
Forego : to go before. 'He will follow if you *forego*.' 'See the *foregoing* example.'

45. **Gamble** : to play for stakes. 'They *gambled* on the green.'
Gambol : to play and frolic. 'The lambs are *gambolling* on the green.'

46. **Hoard** : store. 'Do not *hoard* grains in times of war.'
Horde : (a wandering tribe). 'Wandering *hordes* attacked villagers' huts.'

47. **Human** : relating to man. '*Human* nature cannot stand such insults.'
Humane : sympathetic ; tender-hearted. 'The *humane* treatment of prisoners is now advocated by all.'

48. **Ingenuous** : artless ; frank ; plain. 'The *ingenuous* talk of the child impressed us all.'
Ingenious : skilful. 'He is an *ingenious* mechanic.'

49. **Jealous** : 'He is *jealous* (envious) of my reputation.'
Zealous : ardent ; enthusiastic. 'She is a *zealous* worker in the cause of Harijan welfare.'

50. **Legible** : capable of being read. 'She writes a *legible* hand.'
Eligible : fit to be chosen. 'He is *eligible* for the post.'

51. **Lightning** : 'He was struck by *lightning*.'
Lightening : making light. 'I am thinking of *lightening* your burden.'

52. **Loth** : unwilling. 'The mother was *loth* to leave her child behind.'
Loathe : to abhor or hate with extreme disgust. 'Most people *loathe* falsehood.'

53 **Loose** to unfasten *'Loose* this knot, please'
Lose to part with something 'Don't *lose* your purse'

54 **Metal** 'Platinum is a precious *metal*'
Mettle spirit, courage 'I will put your *mettle* to the test'

55 **Monetary** relating to money 'I have no *monetary* motives in helping you'
Monitory giving warning 'He paid no heed to the *monitory* advice of his father'

56 **Naughty** wicked 'He is a *naughty* boy'
Knotty difficult to solve 'This is a *knotty* problem'

57 **Order** command. 'An *order* must be obeyed.'
Ardour : fervour, zeal 'He is full of youthful *ardour*'

58 **Ordinance** a rule, a law 'The President has recently issued several new *ordinances*
Ordnance cannon *'Ordance* were fired at the enemies'

59 **Persecute** to oppress or punish unjustly 'Many people have been *persecuted* for their religious belief'
Prosecute (1) carry on 'He *prosecuted* his studies further',
(2) to institute legal proceedings against a person 'Trespassers will be *prosecuted*'

60 **Physic** medicine 'A dose of *physic* will do you good'
Physique bodily constitution 'He possesses a healthy *physique*'

61 **Populous** full of people, thickly inhabited 'Ours is a *populous* country
Populace the masses 'The common *populace* cheered her'

62 **Practice** a thing done again and again *'Practice* makes a man perfect.' 'He is out of *practice*'
Practise (Verb), carry out in action *'Practise* what you preach'

63 **Precede** to go before 'Study should *precede* teaching'
Proceed to continue 'Let us *proceed* with the work'

64 **Precedent** previous case taken as example for subsequent cases or as justification 'There is no *precedent* for this'
President one who presides at a meeting 'The *President* delivered his speech in Hindi'

65 **Prescribe** to designate, direct or dictate 'What medicine did the doctor *prescribe* for her?
Proscribe to prohibit The Government has *proscribed* this book'

66. **Principal** : chief of the college, important, main. 'These are the *principal* languages of the world.' 'The *Principal* of the college delivered his speech in Hindi.'
[A sum of money is also called the *principal* as distinguished from the interest.]
Principle : law ; rule ; maxim. 'Our *Principal* is a man of high *principle.*' '*Principle* is everything.'

67. **Raise** : to lift. 'She *raised* her head to see what was happening.'
Raze : to level to the ground ; to completely destroy. 'The building was *razed* to the ground.'

68. **Refuge** : shelter. 'He took *refuge* in an old house.'
Refuse : (1) worthless stuff. 'The *refuse* must be burnt.'
(2) not to accept. 'She will *refuse* a gift from you.'

69. **Right** : 'He knows the *right* use of words.' 'All's *right* with the world.' 'Might is *right.*' 'That is a fault that will *right* itself.' 'It belongs to him by *right.*' 'God defends the *right.*'
Rite : a religious or solemn ceremony. 'His funeral *rites* were performed yesterday.'

70. **Route** : road ; path ; course. 'This was the *route* taken by the traveller.'
Rout : the defeat of an army. 'The Germans *put* the English army to *rout* (utterly defeated).'
Root : source or origin. 'Love of money is the *root* of all evil.'

71. **Spacious** : roomy. 'This is a *spacious* house.'
Specious : plausible ; fair or right on the surface. 'I do not believe in his *specious* argument.'

72. **Stationary** : fixed. 'The Pole Star is *stationary* in the heavens.'
Stationery : writing-materials. 'He deals in *stationery.*'

73. **Straight** : direct. 'I went *straight* to her.'
Strait : narrow. '*Strait* is the gate to Heaven.'

74. **Team** : set of persons working together. 'Our cricket *team* won the match.'
Teem : full of. 'Every leaf *teems* with life.'

75. **Temper** : disposition of mind. 'He is a man of fiery *temper.*'
Tamper : meddle with ; make unauthorised changes in. 'After his death, they *tampered* with his will.'

76 Tenor settled or prevailing course or direction 'Such was the peaceful *tenor* of their life '

Tenure period of holding 'During his *tenure* of office, many strange things happened '

77 Vain useless 'It is *vain* to resist.'

Vein manner 'She said this in a humorous *vein* '

Vane weathercock. 'The *vane* pointed to the north '

78 Veil 'She dropped her *veil* ' 'She took the *veil* '

'Under the *veil* (disguise) of religion, he practised hypocrisy '

Vale valley 'This was called the Happy *Vale* '

79 Venal person that may be bought , one who is ready to sell influence or services or to sacrifice principles from sordid motive 'Was Shylock really a *venal* soul ?'

Venial not serious 'The *venial* slips of youth are excusable '

80 Wreath garland 'Her forehead was decked with a *wreath* of flowers '

Wreathe encircled as with a wreath 'Her face was *wreathed* in smiles '

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81 Avocation a subordinate occupation, usually one pursued for pleasure and pastime rather than for gain 'His *avocation* is photography '

Vocation chief occupation 'His *vocation* is banking , his *avocation* is painting '

82 Bridal concerning marriage 'All the *bridal* ceremonies are over '

Bridle 'Lay the *bridle* on the neck of the horse '

83 Check control , examine. 'I kept her in *check* ' 'He *checked* the accounts '

Cheque 'I gave her a *cheque* on the State Bank of India for Rs 10 000 '

84 Childish is used in a bad sense and *suggests* such as silliness, foolishnesss and weakness 'Your talk is becoming *childish*

Childlike is used in a good sense and suggests such as innocence simplicity, and trustfulness Her *childlike* innocence appealed to all

85 Conscious aware 'She is *conscious* of her faults '

Conscientious · obedient to conscience , scrupulous 'He is a *conscientious* worker and always does his duty '

86. **Contemptuous** : showing contempt of ; scornful. 'She gave a *contemptuous* reply.'

Contemptible : deserving contempt ; despicable. 'He is a *contemptible* fellow who does good to no one.'

87. **Continual** : implies breaks at intervals. 'There was *continual* rain.' 'We were *continually* interrupted.'

Continuous : uninterrupted in time or sequence. 'He worked *continuously* from morning till night.'

88. **Credible** : believable. 'His report of the accident is *credible*.'

Creditable : estimable ; that which deserves praise or honour. 'She has done a *creditable* piece of work.'

Credulous : applies to persons who believe things too readily. 'The *credulous* youth believed in the existence of ghosts.'

89. **Draft** : rough copy of document. 'Where is the *draft* of the Agreement ?'

Draught : the quantity drunk at a time. 'O give me a *draught* of wine.'

Drought : want of rain. 'Owing to the *drought* a famine was feared.

90. **Healthy** : applies to that which is in a state of health. 'A *healthy* body has a *healthy* mind.'

Healthful : that which promotes health ; as, '*healthful* food, exercise, or climate.'

91. **Honourable** : worthy of honour. 'The Prime Minister was an *honourable* man.'

Honorary : holding office without receiving any salary. 'He was an *Honorary* Magistrate.'

92. **Industrial** : relating to industry. 'There has been much *industrial* development in India.'

Industrious : hard-working. 'An *industrious* man cannot starve.'

93. **Judicial** : applies primarily to judges and formal judgements. '*Judicial* decisions are all in her favour.'

Judicious : sensible ; prudent. 'He made a *judicious* selection of books.'

94. **Lovable** : worthy of love ; inspiring love. 'She is a woman of *lovable* nature'.

Lovely : beautiful ; charming. 'The *lovable* girl plucked a *lovely* flower.'

95 **Practical** is opposed to *theoretical* 'I do not believe in *practical* jokes' 'Your scheme does not appeal to *practical* minds'
Practicable that can be done 'Her scheme was not *practicable*' 'Space communication has proved to be *practicable*'

96 **Sensible** of good sense, reasonable 'No *sensible* man would abuse a girl' He was *sensible* (aware) of your kindness' 'That is very *sensible* of him'
Sensitive acutely affected by external impressions 'She is very *sensitive* to both praise and blame'

97 **Sole** only 'He is the *sole* proprietor of the firm'
Soul 'We believe in the immortality of the *soul*'

98 **Unity** oneness 'Work for national *unity*'
Union being united '*Union* is strength'
Unison harmony 'Her voice was in perfect *unison* with the tune of the piano'

99 **Waive** to forgo voluntarily 'I have *waived* my claims in her favour'
Wave 'The boat is tossing on the *waves*' 'She *waved* her sword in the air'

100 **Womanly** befitting a woman. 'Modesty is a *womanly* virtue'
Womanish like women (used contemptuously) 'It was *womanish* on his part to shed tears'

Exercise 88 *Which of the two words given in brackets is correct? Underline the correct word —*

1 Do not (lose loose) your temper
2 He put her (metal, mettle) to the test.
3 India wants (piece peace) in the world.
4 The lion is a beast of (pray, prey)
5 He is the (precedent, president) of our club
6 Our (principal principle) is a man of (principle, principal)
7 (Practise, Practice) makes a man perfect.
8 We must (practise, practice) what we preach.
9 This is a (knotty, naughty) problem
10 Let us (precede proceed) with our work.
11 The building was (raised razed) to the ground.
12 He took (refuse refuge) in an old house

13. Asoka's (rein, reign, rain) was full of peace.
14. His funeral (rights, rites) were performed yesterday.
15. This (root, route) is shorter than that.
16. She leads a (quite, quiet) life.
17. He will go (straight, strait) to the railway station.
18. She is (vain, vein) of her beauty.
19. I passed my summer (vacation, vocation) in Kashmir.
20. Do not (waist, waste) your time in idle gossip.
21. Prices will (soar, sore) higher.
22. My eyes are (soar, sore).
23. (Union, Unity) is strength.
24. Gandhiji worked for the Hindu-Muslim (union, unity).
25. He is a (conscious, conscientious) worker.
26. Your talk is becoming (childlike, childish).
27. The (sole, soul) is immortal.
28. She wears (plain, plane) clothes.
29. A painter is an (artist, artisan).
30. Why don't you get milk from a (diary, dairy) ?
31. All foreign letters are opened by the (censor, censer).
32. You should (cease, seize) the opportunity when it comes.
33. The (cite, site) of our school is very healthy.
34. The danger to our country is (eminent, imminent).
35. The doctors (prescribed, proscribed) some medicine for the patient.
36. You have followed the wrong (course, coarse.)
37. What (career, carrier) do you want to follow ?
38. He is going to (canvass, canvas) for the Janta candidate.
39. The autumn (session, cession) of Parliament will begin on Monday.
40. He is (eligible, illegible) for the post.

Exercise 89. *Select the correct word from the alternatives given in brackets in the following sentences and mark (√) against the corresponding letter on the right hand side :—*

1. Our teacher does not believe in { *a*. corporeal / *b*. corporal } punishment. — 1. *a* / *b*

2. He disliked his { *a*. childish / *b*. childlike } habits. — 2. *a* / *b*

3	He is honest, { a beside / b besides } being hard working	3 a b
4	He { a refused / b denied } to help me	4 a b
5	He is sure to { a lose / b loose } in this business	5 a b
6	The Principal gave his { a assent / b ascent } to the proposal	6 a b
7	In the absence of his senior he is the { a official / b officiating / c officious } superintendent.	7 a b c
8	He is so { a credible / b credulous / c creditable } that he readily believes everything that others tell him	8 a b c
9	He is a very { a conscious / b conscientious } worker	9 a b
10	India { a expects / b hopes } every man to do his duty	10 a b
11	His paintings show that he is a great { a artist / b artisan }	11 a b
12	Long ago a pitched { a war / b battle / c fight } took place between the armies of Porus and Alexander	12 a b c
13	A spark is a { a momentous / b momentary } light.	13 a b

14. This is a poor { *a*. sight / *b*. site / *c*. cite } for her house. 14. *a* *b* *c*

15. These events happened during Akbar's { *a*. rain / *b*. reign / *c*. rein } 15. *a* *b* *c*

16. Teaching is an { *a*. honorary / *b*. honourable } profession. 16. *a* *b*

17. The accused was released on { *a*. bale / *b*. bail } 17. *a* *b*

18. India won back her { *a*. freedom / *b*. liberty } on 15th August, 1947. 18. *a* *b*

19. This is a very { *a*. naughty / *b*. knotty } problem. 19. *a* *b* *c*

20. Edison { *a*. invented / *b*. discovered } the gramophone. 20. *a* *b*

21. Which is the shortest { *a*. root / *b*. rout / *c*. route } from Delhi to Agra ? 21. *a* *b* *c*

22. All { *a*. expect / *b*. accept / *c*. expect } Hari were present. 22. *a* *b* *c*

23. The funeral { *a*. rites / *b*. rights / *c*. writes } are over now. 23. *a* *b* *c*

Exercise 90. *Select the correct word from the alternatives given in brackets in the following sentences and mark (√) against the corresponding letter on the right hand side :—*

1	His profession is teaching but his { *a* vocation / *b* avocation / *c* vacation } is photography	1 *a* *b* *c*
2	His father sells { *a* stationary / *b* stationery }	2 *a* *b*
3	Delhi is a { *a* popular / *b* populous / *c* populace } city	3 *a* *b* *c*
4	He is a man of { *a* principal / *b* principle }	4 *a* *b*
5	We believe in the immortality of the { *a* sole / *b* soul }	5 *a* *b*
6	The lion is a beast of { *a* pray / *b* prey }	6 *a* *b*
7	Exercise is { *a* beneficent / *b* beneficial } to health	7 *a* *b*
8	He { *a* dyed / *b* died } his hair	8 *a* *b*
9	He is { *a* zealous / *b* jealous } of my reputation	9 *a* *b*
10	A tragic { *a* accident / *b* incident } took place yesterday	10 *a* *b*
11	She wears { *a* loose / *b* lose } garments	11 *a* *b*
12	She comes of a { *a* respectful / *b* respectable } family	12 *a* *b*
13	He is an { *a* imminent / *b* eminent } scientist.	13 *a* *b*
14	I cannot { *a* alter / *b* altar } my programme	14 *a* *b*

15. His handwriting is { *a*. eligible / *b*. illegible }. — 15. *a* *b*

16. Man is a { *a*. social / *b*. sociable } animal. — 16. *a* *b*

17. Is that seat { *a*. vacant / *b*. empty }? — 17. *a* *b*

18. My father has given his { *a*. ascent / *b*. assent / *c*. accent }. — 18. *a* *b* *c*

19. What is the railway { *a*. fair / *b*. fare } from Delhi to Madras? — 19. *a* *b*

20. { *a*. Unity / *b*. Union / *c*. Unison } is strength. — 20. *a* *b* *c*

CHAPTER XXVI

PHRASAL VERBS AND VERB COMBINATIONS

215 Certain Verbs when followed by certain Prepositions or Adverbs, acquire a new significance, as

He *backed up* (supported) my claims

He *backed out of* (withdrew from) the contract

216 Study carefully the following Phrasal Verbs —

BEAR

Bear down (overthrow or crush by force) He was able to *bear down* all opposition

Bear off or away (win) He bore *off* or *away* the first prize

Bear out (establish or confirm) If the evidence *bears out* the charge, the man will be sent to prison

Bear up (not to despair) It is not easy to *bear up* when one is beset with difficulties on all sides

Bear with (tolerate) We could not *bear with* her violent temper

BLOW

Blow up (explode) There were only a few persons in the mine when it *blew up*

Blow out (extinguish) The wind has *blown out* the candle

BREAK

Break down (demolish, collapse fail) The resistance of the garrison *broke down* (collapsed) If you go on working like this your health is sure to *break down* (fail)

Break out (to appear suddenly) Cholera has *broken out* in the city War has *broken out*

Break into (enter by force) The thieves *broke into* the house

Break up (dissolve) The meeting *broke up* in great confusion When the sun rose the ice *broke up* (dispersed disappeared)

Break with (cease to be be friendly with) He was my friend once, but now I have *broken with* him altogether

BRING

Bring about (cause) His dishonest ways have *brought about* his ruin

Bring forth (produce) A good tree *brings forth* good fruit

Bring forward (produce) He has *brought forward* several arguments in support of his case

Bring in (to yield as the result of sale) : How much will the auction *bring in* ? Not more than Rs. 1,200, I suppose.

Bring out (bring to light) : The inquiry is sure to *bring out* certain important facts. The publishers have recently *brought out* (published) a cheap edition of this book.

Bring up (educate or rear) : She *brought up* the orphan as her own child.

CALL

Call for (demand): His actions *call for* an explanation.

Call forth (evoke) : His feats *called forth* applause from the crowds.

Call in (invite) : Always *call in* a doctor when you are ill.

Call off (divert ; distract) : The crash of thunder *called off* my attention from the burning house. The strike has been *called off* (has been either not started or has been stopped).

Call on (visit) : We *called on* her yesterday.

Call over (recite) : Please *call over* the names of the absentees.

Call up (recollect) : I cannot *call up* the events of my childhood.

CARRY

Carry away (bear off) : The crow *carried away* a golden ring.

Carry off (kill) : Cholera *carried off* half the population of this village.

Carry on (manage) : He *carried on* business in the absence of his father.

Carry out (execute) : He *carried out* my orders.

Carry through (sustain) : Patience and perseverance will *carry* a man *through* many difficulties.

CAST

Cast aside (reject) : He *cast aside* all the facts that were brought to his notice.

Cast down (dejected) : She was much *cast down* with grief.

Cast off (discard) : He *cast off* old garments.

Cast out (expel) : He was *cast out* from society.

COME

Come about (occur) : I do not know how these things *came about*.

Come across (to meet with accidentally) : Searching in the library, he *came across* a valuable manuscript.

Come after (succeed) : He *came after* his father.

Come by (acquire) : How did you *come by* this pen ?

Come down (descend ; lower in price) : Please *come down* from the tree. Cotton has *come down* (become cheaper) recently.

Come of (issue from) : He *comes of* a noble family.

Come off (take place) When does the prize distribution *come off*?
Come out (transpire) At last the truth has *come out*
Come round (recover) I hope you will soon *come round* He *came round* (agreed) to our views
Come upon (encounter) While digging, the farmer *came upon* a pot full of gold coins

CRY

Cry down (depreciate) Men of dissolute lives *cry down* religion
Cry out against (complain loudly against) They *cried out against* prohibition
Cry up (extol, praise) Who does not *cry up* his own wares ?

CUT

Cut down (reduce) I advised her to *cut down* her expenditure
Cut off (kill, destroy) He was *cut off* in the prime of life
Cut out for (fitted for) He was never *cut out for* a public leader
Cut up (cause grief and pain) The news of his wife's death has *cut* him *up* greatly

DO

Do away with (abolish) The British Government wisely *did away with* Sati
To do for (to ruin) You are *done for*

DRAW

Draw back (recede) He will never *draw back.*
Draw near (approach) Spring is *drawing near*
Draw on or upon (issue a cheque) He *drew on* the National Bank for Rs 500
Draw out (to extract, prolong) He *drew out* my tooth without any pain He *drew out* his speech to a great length. He *drew out* his sword
Draw up (compile, arrange) Please *draw up* a code of honour Napoleon *drew up* his forces near the river The agenda for the meeting has not yet been *drawn up*

FALL

Fall back (retreat) At last the invaders *fell back.*
Fall back upon (to have recourse to some help) I have nothing to *fall back upon* in my old age
Fall in with (concur with) He will soon *fall in with* our views While going to Kashmir, I *fell in with* (met accidentally) two *sanyasis*

Fall off (deteriorate ; decrease) : The standard of efficiency has recently *fallen off*. The subscribers to this newspaper have *fallen off*.
Fall out (quarrel) : The two friends have *fallen out*.
Fall to (apply oneself) : He *fell to* eating and drinking again.
Fall upon (attack) : They *fell upon* the enemy.
Fall through (fail) : The project *fell through* for lack of funds.

GET

Get at (obtain) : Our object in this inquiry is to *get at* the facts.
Get back (recover) : He was able to *get back* all his money. He has just *got back* (returned) from pilgrimage.
Get down (descend) : He has climbed up the top of the tree, but how will he *get down* ?
Get off (escape) : His offence was grave, but he *got off* with a fine.
Get on (advance ; make progress) : How is your daughter *getting on* at school ?
Get on with (live agreeably with) : It is hard to *get on with* a spendthrift.
Get over (surmount) : We have now *got over* all our difficulties.
Get through (pass) : Bali will *get through* the examination.
Get up (rise) : When do you *get up* in the morning ?

GIVE

Give away (distribute) : The Commissioner *gave away* the prizes.
Give forth (announce) : He *gave* it *forth* that he was going to retire from politics.
Give in (submit ; yield) : He was compelled to *give in*.
Give off (emit) : Some flowers *give off* a sweet fragrance at night.
Give out (emit) : The rose *gives out* a sweet perfume. He *gave out* (announced) that he was going to America. He *gave out* (distributed) tickets to all.
Give over (transfer) : I *gave over* charge of my office to my assistant yesterday.
Give up (abandon ; surrender) : He has *given up* his claim to property. The murderer has *given* himself *up* to the police.

GO

Go after (pursue) : The hunters *went after* the wounded stag.
Go beyond (exceed) : Do not *go beyond* the limits prescribed by the Company.
Go forward (proceed) : Let us *go forward* with our work.
Go on (continue) : We *went on* working till late at night.

Go through (examine) You must first *go through* the accounts We have *gone through* (suffered) many hardships

Go up (ascend) Two women *went up* in a balloon Cotton has *gone up* (risen in price)

Go up to (approach) He *went up to* her and asked her why she had insulted him

HOLD

Hold back (to keep back , to conceal) I shall *hold back* nothing from you

Hold on (continue holding or clinging to) Don't let the rope go *Hold on* ! Hold on !

Hold out (endure) The garrison *held out* (offered resistance) bravely for forty days He said he could *hold out* (offer) to me no promise of a rise in my salary

Hold up (support , sustain) The boys *held up* a heavy shield The progress of the work has been *held up* (arrested)

KEEP

Keep back (conceal) I shall *keep* nothing *back* from you

Keep from (refrain from) *Keep from* evil

Keep to (adhere to) Always *keep to* your promise

Keep under (control) He bravely *kept* his passions *under*

Keep up (maintain) He *keeps up* the reputation of the firm My father, though old, still *keeps up* his energy

Keep on (continue) She *kept on* weeping

LAY

Lay by (save for future use) *Lay by* something for a rainy day

Lay down (surrender) The rebels *laid down* their arms He *laid down* (sacrificed) his life for the sake of his country

Lay out (invest) He has *laid out* a large sum of money in gilt-edged securities

Lay up (deposit) He has *laid up* all his money in banks He is *laid up* (confined to bed) with fever

LOOK

Look after (take care) *Look after* my family when I am away

Look down upon (despise) Don't *look down upon* a poor beggar

Look for (search for) We are *looking for* the lost keys What news are you *looking for* (expecting) ?

Look forward to (expect with pleasure) : We are *looking forward to* your visit.
Look into (inspect) : The auditor *looked into* all the accounts. I shall certainly *look into* (investigate) the matter.
Look on (regard) : We *looked on* him as a wise man
Look over (examine) : He *looked over* his accounts.
Look up (search for) : *Look up* this word in the dictionary. Prices are *looking up* (rising).
Look up to (respect) : They all *looked up to* him as their leader.

MAKE

Make away with (destroy) : He *made away with* the princess with the help of the conspirators. He *made away with* (stole) two thousand rupees.
Make for (conduce to) : Contentment *makes for* happiness in life.
Make out (discover) : Can you *make out* the author's meaning ? I think the lawyer has *made out* (proved) or established by arguments a good case.
Make over (transfer) : He has *made over* all his property to his second wife.
Make up (reconcile or compose) : The two parties have *made up* their quarrel. Please *make up* (complete) all your accounts. They expect the Government to *make up* (compensate or make good) their losses.
Make up one's mind (determine) : He *made up his mind* to punish all the offenders.

PUT

Put down (suppress) : The king was able to *put down* the rebellion.
Put forth (exert) : She *put forth* all her strength to achieve her object. The trees *put forth* (thrust out) their leaves.
Put off (postpone) : Do not *put off* till tomorrow what you can do today. He *put* me *off* (evaded) with an excuse. Please *put off* (remove) your shoes before going into the temple.
Put on (assume) : He *put on* haughty airs. He *put on* clothes, a turban, shoes, etc.
Put out (extinguish) : Please *put out* the light. The firemen *put out* the fire. He was rather *put out* (confused) by their questions.
Put up (propose) : They *put up* their own candidate.
Put up with (tolerate) : I can no longer *put up with* her insolence. Poor people have to *put up with* (endure) many hardships. Whenever he comes to Bombay he *puts up with* me (stays at my house for a time).

RUN

Run after (pursue with attention) The boy *ran after* the ball People *run after* riches in this world.

Run down (decry, disparage) He always *runs down* his rivals He feels much *run down* (enfeebled in health) on account of overwork.

Run into (incur) He has *run into* debt.

Run off (flee) Hearing the noise, the thief *ran off*

Run out (come to an end of period or of stock) The lease of this building has *run out* Our stocks of wheat have *run out*

Run out of (exhaust one's stock of) We have *run out of* our stocks of sugar

Run over (overflow of vessel or contents) The reservoir is *running over* He *ran over* (glanced over) the documents The motor-car *ran over* (passed over) a dog

Run through (consume estate, etc, by reckless or quick spending) He has *run through* his fortune within two years I had to *run through* examine hurriedly) the accounts in half an hour

Run up (grow quickly) My expenses have *run up* recently

Run up to (amount to) The goods she had bought *run up to* a large amount.

SEE

See into (hold an inquiry, examine) The solicitors will *see into* your claim to the property

See off (witness one's departure) Her friends and relatives were present at the station to *see* her *off*

See through (penetrate) Only a clever man can *see through* her game.

SET

Set about (begin) As soon as he took over he *set about* organizing the department.

Set apart (reserve) He *set apart* some money for the education of his children.

Set aside (reject) He *set aside* all objections and accepted my claim

Set down (record) The magistrate *set down* in writing our complaint. He is an insolent fellow and needs someone to *set* him *down* (snub)

Set forth (explain) He *set forth* his views before the audience

Set in (begin) The rainy season has *set in*

Set off (depart) They *set off* at sunrise This golden frame *sets off* (embellishes or decorates) the picture

Set on (incite) He *set* her *on* to abuse them

Set out (start on a journey) When will he *set out* on his travels ?

Set up (begin a new business) : He has *set up* as a broker. They have *set up* (erected) a pillar in his memory. I have not money enough to *set* me *up* (establish myself) in business.

Set up for (pretend or profess to be) : Do you mean to *set up for* an astrologer ?

Set upon (attack) : The robbers *set upon* the travellers and robbed them off their gold.

STAND

Stand against (withstand ; resist) : No Indian king could *stand against* the attack of Alexander.

Stand by (support) : A faithful friend *stands by* us through thick and thin.

Stand for (present oneself as a candidate for) : At the last elections he *stood for* this constituency.

Stand out against (persistently oppose or refuse to yield) : He *stood out against* all efforts of the Government to introduce that bill.

Stand up for (defend) : He always *stood up for* the rights of the oppressed.

STRIKE

Strike at (aim a blow at) : He *struck at* me but I avoided his blow.

Strike down (attack) : He is *struck down* with cholera.

Strike off (remove) : They *struck off* his name from the list of volunteers.

Strike out (erase) : He *struck out* the last paragraph.

TAKE

Take after (resemble) : Your daughter does not *take after* you in any way.

Take away (remove) : They *took away* all her ornaments.

Take down (record) : I have *taken down* your statement.

Take for (think one to be) : We *took* him *for* a priest (that is, we thought he was a priest).

Take in (deceive) : He was *taken in* by sharpers. The boys could not *take in* (comprehend) her lecture.

Take off (remove) : Please *take off* your shoes before entering.

Take over (receive charge of an office) : He has recently *taken over*.

Take to (get into a habit) : Recently he has *taken to* (become addicted to) drinking.

Take up (occupy) : It would *take up* much of my time to explain to you the whole case. Why don't you *take up* (commence) some other work ?

THROW

Throw away (lose by neglect) : You have *thrown away* a golden chance.

Throw out (reject) : The bill was *thrown out* by Parliament.

Throw up (resign) : This man has *thrown up* his appointment.

TURN

Turn against (become hostile to) All his friends *turned against* him

Turn off (dismiss) His servant was lazy , he has *turned* him *off*

Turn on (switch on) *Turn on* the lights, please

Turn out (expel) He *turned out* the tenant How much cloth does this factory *turn out* (produce) in a day ? Everything *turned out* (proved to be) well (satisfactorily)

Turn up (arrive) He *turned up* late We cannot say what will *turn up* (happen) next.

Exercise 91 *Express in a simple language the meaning of the following sentences —*

1 He bore away the first prize
2 The new Sultan was able to bear down all opposition
3 He broke off in the middle of his speech
4 The burglars broke into the house at night.
5 I gave her no cause to break with me
6 Faith in God bears up a man in his trials
7 His evidence bears out your statement.
8 She could not call up past events
9 You must carry out my orders
10 His son carried on his business in his absence
11 She was much cast down by the loss of her ring
12 At last the truth has come out.
13 We should not cry down religion
14 That young singer is cried up by his friends
15 He is cut out for a soldier
16 I am done for
17 The rebels held out for about a month
18 The poor traveller was held up by his friends
19 I was kept in by a bad cold
20 He has done his best to keep up the reputation of his family
21 I shall keep nothing back from you
22 The rebels laid down their arms
23 Lay by something for a rainy day
24 Through he was found guilty, he was let off with a fine
25 He was pulled up by his officer
26 The doctor says that the patient will pull through
27 His speech worked up the rioters
28 He is quite well off now
29 I closed with his offer
30 In disgust he threw up the job

Exercise 92. *Fill in the blank spaces with one of the following phrases. Pay attention to the tense form of the verb :—*

look down on	**look out of**	**fall back on**	**keep up with**
watch out for	**come up to**	**put up with**	**go in for**
do away with	**make up for**	**break in on**	**look up to**

1. She refused to ————his nonsense any longer.
2. Do you intend to ————the competition ?
3. Don't walk so fast ; I can't————you.
4. I hope the book ————your expectations.
5. Such ridiculous laws should have been ————a long time ago.
6. You promised to help her. You can't————your promise now.
7. There's a sharp bend in the road. ————it.
8. How can she ————the time she has lost ?
9. I'm sorry to ————you like this, but you're wanted on the phone.
10. Only a fool would ————a person who did manual labour.
11. He's a wonderful person. He's ————by every man in the office.
12. He is not at all proud of his inheritance. He is glad to know that he can have it————.

Exercise 93. *Fill in the blank spaces with one of the following phrases. Pay attention to the tense form of the verb :—*

get out of	**look forward to**	**fed up with**	**catch up with**
live up to	**stand up for**	**get on with**	**come down upon**
run out of	**look back on**	**cut out for**	**get away with**

1. You have been away from school for more than a month ; you'll have to work hard to ———— the class.
2. The Headmaster ————the boy like a ton of bricks.
3. He is not ————that sort of work.
4. I'm————this wet water.
5. He began forging cheques and at first he was able to————it but in the end he was caught and sent to prison.
6. How are you ————your class-fellows at school ?
7. He smokes too much ; it is very difficult for him to ———— the habit.
8. He had high ideals and tried all his life to ————them.
9. Sometimes it does one great good to ———— one's past.
10. My niece is visiting us this week-end. We are all ————her visit.
11. I have ————milk. Put some lemon in your tea instead.
12. His father blamed him, but his mother ————and said that the boy was innocent.

CHAPTER XXVII

SOME COMMON PHRASES

217 Study carefully the following phrases which are used in everyday speech and writing —

Above board — open(ly), without trickery "He is always open and *above board* in his dealings with everyone"

All and sundry — everyone without distinction "He invited *all and sundry* to partake freely of the rich feast."

All in all —supreme, all powerful, of the first importance "The then Vice-Chancellor was *all in all* at Cambridge"

As a matter of fact —in reality "He promised to stand by me in need, but, *as a matter of fact*, he gave me no help"

As a rule — usually "A sensible man, *as a rule*, cares much for public opinion"

At all costs —whatever may be the cost or sacrifice "Speak the truth *at all costs*"

At all events — whatever may happen, in any case "*At all events*, I will go and face the fury of the battle"

At arm's length — avoiding too much familiarity "The new king kept the old ministers *at arm's length*"

At daggers drawn — at open enmity "The two brothers are *at daggers drawn* with each other ever since the division of property"

At home in — familiar with "He is *at home in* German and French"

At issue — in controversy, disputed "The point *at issue* is whether the accused is guilty or not of treason"

At large — free, at liberty "You are *at large* to talk in such an irresponsible manner" "The escaped prisoner is still *at large*"

A gentleman at large — a person without any serious occupation "He is now *a gentleman at large*, living as best as he can"

At a loss — puzzled "I am quite *at a loss* to think who could have stolen my fountain pen"

At one's finger tips — ready and thorough knowledge of "He had the names of the voters *at his finger tips*"

At random — without any aim or purpose "The whole night she talked *at random*"

At sixes and sevens — in disorder "I found the whole furniture lying *at sixes and sevens*"

At stake — in danger "When honour is *at stake*, it is greatness to find quarrel in a straw"

At the eleventh hour — at the very last moment. "He changed his mind *at the eleventh hour.*"

At times — occasionally. "He gets *at times* very drunk."

At variance with — in disagreement with. "His actions are *at variance with* his principles."

Bag and baggage — completely ; leaving nothing behind. "The army left the place *bag and baggage.*"

Beck and call —"She had fifty servants at her *beck and call.*"

Below the mark — less than the required standard. "His speech was *below the mark.*"

Between you and me (or *between ourselves*) — speaking confidentially. "*Between you and me* he is a thief."

Beyond question — undoubtedly. "She is *beyond question* the ablest woman India has ever produced."

By and by — slowly and gradually. "You will become acquainted with the state of affairs *by and by.*"

By dint of — by force or means of. "He won the first prize in English *by dint of* hard work."

By fits and starts — without steady application. "He works *by fits and starts*, and will not apply himself."

By fair means or foul — by any means, good or bad. "I shall achieve my object *by fair means or foul.*"

By hook or by crook — by any means, direct and indirect. "I must win the prize in French, *by hook or by crook.*"

By leaps and bounds — by a series of sudden and rapid advances. "India is making progress *by leaps and bounds.*"

By virtue of — on account of. "He occupied the chair at the meeting *by virtue of* seniority."

Fair and square — upright ; honest. "You should be *fair and square* in your dealings."

Fair play — equal conditions for all. "All political parties want *fair play* in elections."

Fair field and no favour — equal conditions in contest. "The competitors wanted a *fair field and no favour.*"

Few and far between —rare. "Her visits, like angel's visits, were *few and far between*".

Fire and sword — destruction. "Nadir Shah carried *fire and sword* wherever he went."

Flesh and blood — human body ; human nature. "He bore all the troubles that *flesh and blood* is heir to."

For ever and a day — for ever "Fortune wheeled away with scornful laughter *for ever and a day* "

For good — for ever "He left his native country *for good* "

For good and all — permanently , finally , definitely "They have left this business *for good and all* "

From hand to mouth — without making any provision for the morrow , consuming every day what is earned "The general mass of mankind in India live *from hand to mouth* "

Hand and glove — on very intimate terms "Kuldip and Bhushan are *hand and glove* with each other "

Head and ears — completely "He is over *head and ears* in debt." "You are over *head and ears* in love with her "

Heart and soul — with all one's energy "He threw himself *heart and soul* into the cause of the poor and the down-trodden "

Hole and corner — secret. "I do not believe in adopting a *hole and corner* policy "

In a fix — in a difficult position "I was *in a fix* how to convince her of my innocence "

In a round-about way — in an indirect way "She told us *in a round-about way* that she had fled from her father's house "

In or on behalf of — "He petitioned to the government *on behalf of* the homeless orphans "

In black and white — in writing "She gave us her statement *in black and white* '

In cold blood — deliberately "He murdered the poor widow *in cold blood* "

In consequence of — owing to "*In consequence of* my resignation, a new man was appointed."

In defiance of — without caring for ' He played bridge *in defiance of* the orders of the Superintendent."

In favour of —"He spoke *in favour of* the caste system "

In favour with — loved by "He is not *in favour with* his superior officers these days "

In force — valid "This law is no longer *in force* "

In full swing — very busy , working busily "The share market was *in full swing* "

In good faith — in honest belief "He did this *in good faith* "

In keeping with — consistent with "His actions are not *in keeping with* his statements *in public life* "

In name — nominally , not really "He is a king only *in name* "

In no time — very soon "He will finish his work *in no time* "

In no way — by no means. "He is *in no way* inferior to you."

In one's teens — between 13 and 19 years of age. "Although he is yet *in his teens,* he has made a name for himself."

In quest of — in search of. "He wandered from one country to another *in quest of* peace."

In round numbers — approximately. "This building can be said to have cost Rs. 1,50,000, *in round numbers.*"

In season and out of season — at all times ; without selection. "His remarks, uttered *in season and out of season,* made him many enemies."

Ins and outs — the details of anything. "I am not at all conversant with the *ins and outs* of the matter."

In the air — spreading about. "He knew that the scheme he wanted to adopt was already *in the air.*"

In the ascendant — supreme ; dominating. "His star is *in the ascendant* these days."

In the background — in a position of obscurity. "The Prime Minister, though he keeps himself *in the background,* is the real king."

In the dark — quite ignorant. "I am *in the dark* about his move."

In the face of — against ; despite. "He pursued his ambition *in the face of* innumerable difficulties."

In the long run — eventually. "Virtue must triumph over vice *in the long run.*"

In the nick of time — just at the right moment. "He reached the station *in the nick of time* to catch the train".

In the prime of life — in the best period of life. "He was cut off *in the prime of life.*"

In the teeth of — in the face of. "He carried out his scheme *in the teeth of* all opposition."

In the twinkling of an eye — in the briefest possible time. "The lion was upon me *in the twinkling of an eye.*"

In time — not late ; early enough. "We reached the station *in time* to catch the train."

In the wind — being secretly prepared or plotted. "It is *in the wind* that he is soon going to be sacked."

In vogue — in fashion. "This type of dress is not much *in vogue* these days."

Kith and kin — blood relations. "All his *kith and kin* deserted him in time of need."

Milk and water — tasteless ; feeble or mawkish. "What a *milk and water* discourse he delivered !"

Nook and corner — "Every *nook and corner* of the city will be flooded with cheap electric light."

Null and void — of no effect, not binding "This strange incident has rendered the will *null and void*."

Odds and ends — stray articles, casual pieces of information "A few more *odds and ends*." "The room had nothing in it except a few *odds and ends*."

Off and on — occasionally "She comes to see me *off and on*."

Of one's own accord — voluntarily "He resigned the post *of his own accord*."

Of no avail — useless "It is *of no avail* to lament the dead past."

Of the first water — of finest quality "He is a genius *of the first water*."

Off one's guard — heedless, unprepared "Put this question to him only when you find him *off his guard*."

On all hands — everywhere "It is now admitted *on all hands* that modern young men care little for virtue."

On one's guard — watchful, prepared against attack "One should always be *on one's guard*."

On one's last legs — about to perish, ready to fall "Their business is now on *its last legs*."

On the contrary — "He does not hate you as you think, *on the contrary* he loves you to a fault."

On the eve of — "He was given a farewell party *on the eve of* his retirement."

On the face of it — obviously "This proposal seems absurd *on the face of it*."

On the spur of the moment — on a momentary impulse "He made a speech *on the spur of the moment*."

On the wane — declining "His reputation is now *on the wane*."

Out and out — thoroughly "He is an *out and out* reactionary."

Out of one's wits — confused, puzzled "He is *out of his wits* and cannot give you any useful advice."

Out of the question — impracticable, unworthy of discussion "Friendship between Ashok and me is *out of the question*."

Out of the way — remote and obscure "He found the sage in an *out of the way* village."

Pros and cons — arguments for and against "Have you thought of the *pros and cons* of the new scheme?"

Rank and file — ordinary, undistinguished people common soldiers "The *rank and file* could not appreciate his services." "The *rank and file* of the army were dispirited by defeat."

Right and left — on all sides. "Finding himself surrounded by his enemies, he struck *right and left*."
Stone's throw — a short distance. "The school is at a *stone's throw* from my house."
Stuff and nonsense — rubbish ; meaningless talk. "Enough of your *stuff and nonsense*."
Sum and substance — summary ; purport. "The *sum and substance* of his speech is that pride has a fall."
The three R's — reading, (w)riting and (a)rithmetic "The peasants must be taught at least *the three R's*."
Through thick and thin — through all obstacles and difficulties. "A true friend is one who stands by you *through thick and thin*."
To all intents and purposes — "A man having no control over his passions is, *to all intents and purposes* (practically), a beast."
To the backbone — thoroughly. "He is a staunch conservative *to the backbone*."
To the letter — literally and strictly. "I will carry out your orders *to the letter*."
To one's heart's content — fully. "He enjoyed the scenery of the mountains *to his heart's content*."
To the utmost — in the highest degree. "His patience has been strained *to the utmost*."
Under one's nose — before the very eyes of. "This incident happened *under his very nose*."
Ups and downs — prosperity and adversity ; successive rises and falls. "He is a man who has seen the *ups and downs* of life."
Wear and tear — damage resulting from constant use and from occasional accidents. "The castle walls have stood the *wear and tear* of centuries." "This material will stand any amount of *wear and tear* (is very strong)."
Well off — rich. "These people are very *well off*."
Well up in — proficient ; well-versed in. "I am not *well up in* physics."
Weal and woe — good and bad fortune. "They are linked together in *weal and woe*."
With a high hand — arrogantly ; imperiously. "The King now carried things *with a high hand* and punished his nobles by depriving them of all their rights and privileges."
With one voice — together ; unanimously. "They all shouted *with one voice*, 'We will not yield'."
Without rhyme or reason — quite unaccountably. "He insulted the poor beggar *without rhyme or reason*."

Exercise 94 *Match the following idiomatic expressions with their meanings given in the box* —

1 draw a blank
2 a wet blanket
3 bite one's lips
4 lay down arms
5 keep the ball rolling.
6 beard the lion in his den
7 beg the question
8 bell the cat
9 hit below the belt
10 keep the pot boiling

(*a*) try to conceal one s anger or annoyance
(*b*) stop fighting
(*c*) keep the conversation going
(*d*) defy somebody in his own stronghold
(*e*) assume the truth of the matter that is in question
(*f*) do something dangerous in order to save others
(*g*) give an unfair blow , fight unfairly
(*h*) earn or otherwise find enough money for food, etc.
(*i*) a person who, by being gloomy himself, prevents others from enjoying themselves
(*j*) get nothing after hoping to win or find something

Exerecise 95 *Each of the following idiomatic expressions (printed in capital letters) is followed by several meaning of which only one is correct Underline the correct meaning* —

1 TO SEE EYE TO EYE
A to give a correct decision
B to obtain suitable punishment
C to have the same eyesight
D to have the same opinion

2 A BOLT FROM THE BLUE
A an electric shock
B a piece of bad luck
C a complete surprise
D a flash of lighting

3. A BURNING QUESTION
   A. a puzzling question
   B. a difficult problem
   C. a hotly-debated question
   D. an annoying question

4. TO PAY THROUGH THE NOSE
   A. to pay an excessive price.
   B. to punish a person by cutting off his nose
   C. to cut off one's nose to spite one's face
   D. to suffer from cold after having eaten something spicy

5. TO LOSE HEART
   A. to lose one's interest in something
   B. to fall in love
   C. to be disheartened
   D. to lose something important

6. TO BLOW ONE'S OWN TRUMPET
   A. to make music
   B. to reveal something
   C. to speak loudly
   D. to boast

7. TO LET THE CAT OUT OF THE BAG
   A. to give the cat freedom
   B. to reveal a secret
   C. to feed an animal
   D. to do something unexpected

8. TO BURY THE HATCHET
   A. to keep a secret
   B. to make peace
   C. to obtain money
   D. to make friends with

9. TO GET INTO HOT WATER
   A. to have a hot bath
   B. to keep warm
   C. to get into trouble
   D. to get drowned

PART III

SENTENCE STRUCTURE

CHAPTER XXVIII

PHRASES

218 A Phrase is a group of words acting as a Noun Adjective or Adverb in a sentence It does not contain a Finite Verb but may contain an Infinite Verb (Participle, Infinitive, Gerund) In itself it cannot make complete sense but can have meaning only through its relation to some part of the sentence in which it stands , as,

This writer was a man *of great wealth*
He was a young man *of great promise*
It was a scene *of great beauty*
I shot an arrow *into the air*

The words in italics are Phrases

I Adjective Phrases

219 Sometimes a group of words does the work of an Adjective Now read the following pairs of sentences —

1 (a) The *Russian* navy was defeated.
  (b) The navy *of Russia* was defeated

2 (a) The judge was a *generous* man
  (b) The judge was a man *of a generous nature*

3 (a) A *valuable* document was found yesterday
  (b) A document *of great value* was found yesterday

In each of the above pairs of sentences, we have first a *single word* qualifying the Noun and then a *group of words* qualifying the same Noun

For instance the group of words *of Russia* describes the navy It, therefore does the work of an Adjective and is called an Adjective Phrase

220. Study the following table of Adjectives and the Adjective Phrases that are equivalent to them :—

Adjectives	*Adjective Phrases*
A *golden* ring.	A ring *made of gold.*
A *popular* hero.	A hero *liked by the people.*
A *populous* city.	A city *having a large number of inhabitants.*
A *deserted* village.	A village *without any inhabitants.*
A *religious* man.	A man *of a religious nature.*
A *silken* turban.	A turban *made of silk.*

Exercise 96. *Pick out the Adjective Phrases in the following sentences :—*

1. He is the man of the hour.
2. He is a man of means.
3. That was an act of cowardice.
4. A bird in the hand is worth two in the bush.
5. A friend in need is a friend indeed.
6. A stitch in time saves nine.
7. Birds of a feather flock together.
8. A man of the world would not behave in this way.
9. Even the man in the street cannot be ignored.
10. The paths of glory lead but to the grave.

Exercise 97. *In the following sentences replace, wherever possible, the Adjectives by Adjective Phrases of the same meaning :—*

1. Suddenly a *furious* storm began to blow.
2. He is an *honourable* man.
3. It was a *horrible* sight.
4. He is a *professional* cricketer.
5. He is a *homeless* orphan.
6. I do not like to meet an *ill-tempered* fellow.
7. This was a *heroic* act.
8. That was a *cowardly* act.
9. She wears a *woollen* hat.
10. Poets have sung praises of the *Indian* spring.

Exercise 98. *In the following sentences replace, wherever possible, the Adjective Phrases by single Adjectives of similar meaning :—*

1. He has done deeds *of great heroism.*
2. A man *without a friend* is the most unhappy man.
3. I do not like to meet a man *with a bad temper.*
4. A man *of sense* like him was not expected to do this.
5. The army *of France* was defeated.

6 The boy *at the top* will get the scholarship
7 This is a picture *without a fault*
8 Walls *made of stone* do not make a prison
9 She readily recognized the handkerchief *stained with blood*
10 Asoka was a king *without fear*

II Adverb Phrases

221 We have seen that sometimes a group of words does the work of an Adverb Examine the following pairs of sentences —

1 (*a*) She answered *rudely* (*How?*)
  (*b*) She answered *in a rude manner* (*How?*)
2 (*a*) He was a magistrate *then* (*When?*)
  (*b*) He was a magistrate *in those days* (*When?*)
3 (*a*) God is *everywhere* (*Where?*)
  (*b*) God is *in every place* (*Where?*)

In each of the above pairs of sentences, we have first a *single word* (an Adverb) modifying a Verb, and then a *group of words* modifying the same Verb

For instance, the group of words, *in a rude manner*, tells us how she *answered* It, therefore modifies the Verb *answered* Such a group of words that *does the work of an Adverb* is called an **Adverb Phrase**

222 Study the following table of Adverbs and the Adverb Phrases that are equivalent to them —

Adverbs	*Adverb Phrases*
Bravely	In a brave manner, *or* with bravery
Foolishly	In a foolish manner
Undoubtedly	Without doubt
Carelessly	Without any care
Formerly	In former times *or* once upon a time
Immediately	At once, *or* without delay
Soon	In a short time, *or* before very long
Recently	Not long ago
There	At, in, or to that place
Abroad	In (or to) a foreign country
Upwards	Towards a higher place or level

Exercise 99. *Pick out the Adverb Phrases in the following sentences :—*

1. At that time she was in the prime of her youth.
2. I shall be with you in a short time.
3. She fought in a brave manner.
4. No such luxuries were known in those days.
5. He replied in a very rude manner.
6. She writes in a beautiful style.
7. He succeeded in the long run.
8. He waited with the utmost anxiety.
9. I thank you with all my heart.
10. She walks in a swift manner.

Exercise 100. *In the following sentences replace, wherever possible, the Adverb Phrases by single Adverbs of the same meaning :—*

1. I must start *in a short time.*
2. *In all probability* he is dead.
3. He escaped *with great skill.*
4. He spoke *in a loud voice.*
5. They moved *with great caution.*
6. The storm blew *with great violence.*
7. The rain fell *without ceasing.*
8. He replied to my letter *with great promptitude.*
9. He worked *with great eagerness.*
10. He has worked to *my satisfaction.*

Exercise 101. *In the following sentences replace, wherever possible, the Adverbs by the Adverb Phrases conveying the same meaning :—*

1. *Slowly* and *sadly* we laid him down.
2. The poor boy's clothes were *carefully* patched.
3. She acted *unwisely.*
4. He answered *politely.*
5. No such customs existed *then.*
6. The man spoke *angrily.*
7. He takes life *seriously.*
8. He does his work *carelessly.*
9. He spoke *eloquently.*
10. He talked *foolishly.*

III. Noun Phrases

223. Study carefully the following sentences :—

1. She loves *to paint her thoughts.*
2. I enjoy *playing cards.*

3 *To know one s self* is a difficult task
4 *Thinking good thoughts* makes a good man

The italicized phrases in the above sentences are used as Nouns (Subject or Object to Verb) They are, therefore, called Noun Phrases

Exercise 102 *Pick out the Noun Phrases in the following sentences* —

1 I enjoy playing chess
2 To err is human
3 To forgive one's enemies is noble
4 To suffer is the lot of social reformers
5 To be weak is miserable
6 I enjoy walking in the fields
7 I hate to oppress a poor helpless man
8 To dance in the streets is disgraceful
9 He hopes to win the first prize
10 I like visiting historical monuments

Exercise 103 *Expand the words printed in italics into Phrases* —

1 A *prudent* man is respected everywhere
2 *Lying* is one of the meanest of vices
3 This contract is renewed *yearly*
4 She spoke *eloquently*
5 The labourers worked *cheerfully*
6 They acted *judiciously*
7 An *honourable* man is trusted everywhere
8 They were hurrying *homeward*
9 The wind blew *violently*
10 I thank you *heartily*

CHAPTER XXIX

CLAUSES

I Adverb Clauses

224 Study the groups of words in italics in the following sentences —

1 They started *at dawn* [Started *when* ?]
2 They started *when morning came* [Started *when* ?]

In sentence 1, the group of words in italics, *at dawn*, does the work of an Adverb It tells us when the action was done In sentence 2, the group of words in italics, *when morning came* also modifies the Verb *started* and so does the work of an Adverb

In sentence 1, the group of words *at dawn* is an Adverb Phrase. It tells us when the action was done. In sentence 2, the group of words in italics, *when morning came*, is not an Adverb Phrase. It has a Subject (*morning*) and a Predicate (*came when*). So it is a Clause, and since it does the work of an Adverb, it is called an **Adverb Clause.**

225. Study the following sentences :—

1. *On her return to India* we asked her many questions.
2. *When she returned to India* we asked her many questions.

We notice that the Adverb Phrase, *on her return to India*, is equivalent in meaning to the Adverb Clause, *when she returned to India*, and can therefore be replaced by it.

Exercise 104. *In the following sentences, replace the Adverb Phrases by Adverb Clauses* :—

1. He always carried out his duties according to instructions.
2. Her heart was too full for words.
3. In spite of hard work he failed.
4. He was welcomed on his return from the U.S.A
5. He ran with all his might.
6. He did it to the best of his ability.
7. Many people were so injured as to be wholly incurable.
8. They fought in a heroic manner.
9. They returned at sunset.
10. In the event of the President's death the Vice-President succeeds him.

Exercise 105. *In the following sentences replace the Adverb Clauses by Adverbs or Adverb Phrases* :—

1. He considered himself rich enough though his income was only Rs. 50,000 a year.
2. He was not so rich that he could buy a motor-car.
3. The news is so good that it cannot be true.
4. As soon as the thief saw the policeman, he ran away.
5. Though he is poor, he is contented.
6. He works hard that he may become rich.
7. I am glad that he has recovered from his illness.
8. No man can become rich unless he works hard.
9. As he was ill, he did not attend the meeting.
10. When she entered the room she saw the vase broken.

II Adjective Clauses

226 Study the groups of words in italics in the following sentences —

1 The table *with a broken leg* is Mohan's [*Which* table ?]

2 The table *which has a broken leg* is Mohan's [*Which* table ?]

The first group of words, *with a broken leg*, describes the table, that is, it qualifies the Noun *table*, and does the work of an Adjective It is what we call an Adjective Phrase

The second group of words *which has a broken leg* also describes the table, and so does the work of an Adjective But since it has a Subject and a Predicate of its own, it is an **Adjective Clause**

227 Read the following sentences —

1 A man *of courage* is respected everywhere

2 A man *who is courageous* is respected everywhere

Here the Adjective Phrase *of courage* is equivalent in meaning to the Adjective Clause *who is courageous* and can therefore be replaced by it.

Exercise 106 *In the following sentences replace the Adjective Phrases by suitable Adjective Clauses* —

1 We all admire a man of industrious habits
2 Please tell me the time of his departure
3 This accident took place on the road leading to the station.
4 The houses of the Kashmiris are generally built of wood
5 That city on the hill has an old temple
6 A man of regular habits is sure to win the esteem of all
7 People occupying the last benches could not hear me
8 The boy sitting near you is my cousin
9 You can have anything of your liking
10 The time of his arrival will be notified later on.

Exercise 107 *In the following sentences replace the Adjective Clauses by Adjectives or Adjective Phrases* —

1 A man who has diligent habits is sure to succeed
2 We all admire a man who is courageous
3 Uneasy lies the head that wears a crown.
4 A man who talks too much is seldom listened to
5 People who live in glass houses should not throw stones at others
6 The day when he departed is still remembered.
7 The day when he must part is drawing near
8 Can you tell me the way that leads to the Taj ?
9 The day on which he was crowned is still observed as a holiday
10 The boy who is industrious will win the prize

III. Noun Clauses

228. Study the groups of words in italics in the following sentences :—

1. They expected *to win the match.* [Expected what ?]
2. They expected *that they would win the match.* [Expected what ?]

The first group of words, *to win the match*, is the Object of the Verb *expected*. It therefore does the work of a Noun, and since it has no Subject and no Predicate of its own, it is a Noun Phrase.

The second group of words, *that they would win the match*, is also the Object of the Verb *expected* and so does the work of a Noun. But as it has a Subject and a Predicate of its own, it is called a Noun Clause.

229. Examine the following sentences :—

1. He hopes *to win the first prize.*
2. He hopes *that he will win the first prize.*

In these sentences, the Noun Phrase, *to win the first prize*, is equivalent in meaning to the Noun Clause, *that he will win the first prize*, and can therefore be replaced by it.

Exercise 108. *In the following sentences replace the Noun Phrases by suitable Noun Clauses :—*

1. *The time of his coming is known to me.*
2. *I heard of her failure.*
3. *The reason of his sudden disappearance is not known.*
4. *I know your great fondness for music.*
5. *We hoped for your success.*
6. *The captain foretold the coming of a violent storm.*
7. *Who can doubt the truth of his statement ?*
8. *I believe him to be an honourable man.*
9. *He expects to win a prize.*
10. *I know your great regard for her.*

Exercise 109. *Substitute either a Noun or a Noun Phrase for the Noun Clause in each of the following sentences :—*

1. Nobody expected that he would die.
2. The jury declared that he was guilty.
3. He expects that he will win a prize.
4. I believe that the man is trustworthy.
5. I appreciate that you love your country.
6. The doctor is hopeful that she will soon recover.
7. His friends believed that he was innocent.
8. That he should fail surprises me.

9 I hope that I shall reach there in time
10 We expect that there will be an improvement in business

We have now seen that there are *three* kinds of Clauses —

(1) The **Adverb Clause** which does the work of an *Adverb*
(2) The **Adjective Clause** which does the work of an *Adjective*
(3) The **Noun Clause** which does the work of a *Noun*

Exercise 110 *Pick out the Clauses in the following sentences, and say of what kind each is* —

1 The shepherd found the sheep which had been lost.
2 We expect that he will succeed.
3 I know the place where he was born
4 A boy who does not play at all is a dull boy
5 Tell me what you have done
6 You may go home when you have finished
7 The boy, who had red hair, greeted me with a smiling face
8 When the function was over, we returned home
9 When she was at school, she won many prizes.
10 Where there's a will there's a way
11 Can t you tell me what she wants ?
12 I do not know where he was born
13 I have lost the pen which you gave me yesterday
14 We all admire a man who has courage
15 This is the place where he was killed
16 Nobody knows where he was killed
17 We know where we can find her
18 We told her the reason why she failed in her attempt.
19 We told her why she failed in her attempt.
20 I know the woman who did this
21 I know who did this.
22 Why she did such a foolish thing, I cannot understand
23 I know the place where the climate is good
24 She lives where the climate is good
25 Do you know where the climate is good ?

Exercise 111 *In each of the following sentences replace the words in italics by Clauses* —

1 I know the place *of her birth*
2 We met a girl *with blue eyes*
3 A man *of courage* succeeds everywhere
4 He told us the time *of her departure*

5. Do you know the road *leading to the Taj* ?
6. The girl *sitting near her* is her daughter.
7. She expected *to win a prize.*
8. I cannot understand the reason *for her failure.*
9. *At sunset* we returned home.
10. *The time of her arrival* nobody can tell.
11. I know *your great love for her.*
12. We can tell *the purpose of her coming here.*
13. *The sun having risen,* they resumed their journey.
14. The King ordered *the traitor to be hanged.*
15. I do not believe *her statement.*

CHAPTER XXX

SIMPLE, COMPOUND AND COMPLEX SENTENCES

1. The Simple Sentence

230. Examine the following sentence :—

An honest man is loved by all.

The sentence has only *one* Subject and *one* Predicate and is, therefore, a **Simple Sentence.**

A **Simple Sentence** *is one which has only one Subject and one Predicate.*

[Or] *A Simple Sentence is one which has only one Finite Verb.*

2. The Compound Sentence

231. Examine the following sentences :—

1. The moon rose and everything looked bright.
2. I got the book from the library and read it and enjoyed it.

The sentence 1 is made up of two parts joined by the Co-ordinating Conjunction *and* :—

(*a*) The moon rose.

(*b*) Everything looked bright.

As each part has a Subject and a Predicate of its own and is part of a larger sentence, each is a Clause.

We further notice that each Clause can make good sense by itself and can, therefore, stand alone as a complete sentence. In other words, each Clause is *independent* of the other, or of the same rank, and is called a **Co-ordinate Clause.**

A sentence which is made up of Co ordinate Clauses is called a **Compound Sentence,**

The sentence 2 is made up of *three* Co-ordinate Clauses —

(*a*) I got the book from the library

(*b*) [I] read it.

(*c*) [I] enjoyed it.

Such a sentence is also called a Compound Sentence

A **Compound Sentence** *is one which consists of two or more Co ordinate Clauses*

NOTE —The sentence 1 which consists of *two* Co-ordinate Clauses is called a **Double Sentence,** while the sentence 2, which consists of more than two Co-ordinate Clauses is called a **Multiple Sentence**

3 The Complex Sentence

232 Examine the following sentences —

1 We returned *when the sun set*

2 *As we tried to enter the inn*, the innkeeper said *that there was no room*

The first sentence consists of *two* parts—

(*a*) We returned.

(*b*) When the sun set

As each part has a Subject and a Predicate of its own and is part of a larger sentence, each is a Clause

We further notice that the Clause, *We returned* makes good sense by itself and can stand alone Such a Clause is called the Main or **Principal Clause**

But the Clause *when the sun set* cannot make good sense by itself and cannot therefore, stand alone It depends for its full meaning on the Clause, *We returned* Such a Clause is called a **Dependent** or **Subordinate Clause**

Such a sentence is called a **Complex Sentence**

The second sentence consists of *three* Clauses—

(*a*) The innkeeper said. (*Main Clause*)

(*b*) As we tried to enter the inn (*Subordinate Clause*)

(*c*) That there was no room (*Subordinate Clause*)

So this sentence consists of one Main Clause and *two* Subordinate Clauses Such a sentence is also called a **Complex Sentence**

A **Complex Sentence** *is one which consists of one Main Clause and one or more Subordinate Clauses (dependent for their full meaning on the Main Clause)*

Exercise 112. *State whether the following sentences are Complex or Compound. If a sentence is Complex, point out its Principal and Subordinate Clauses. If a sentence is Compound, pick out the Co-ordinate Clauses of which it is composed :—*

1. I dreamt that I lived in marble halls.
2. People who are given to quarrelling cannot be happy.
3. The farmers who live in this village are honest and contented
4. A wise man is he who learns from the mistakes of others and a fool is he who learns from his own mistakes.
5. He worked as if he was in a hurry.
6. When I heard that the poor woman had lost her only child, I ran at once to her house, and gave her all the consolation I could.
7. Many are called, but few are chosen.
8. He arrived before the performance began.
9. He who always does his duty is loved by his officers, but a man who shirks it is despised by all.
10. God made the country and man made the town.
11. You will get all you want if you patiently wait and watch.
12. I agree to your plan, for I think that we can get out of this difficulty only if we follow it.

CHAPTER XXXI

NOUN CLAUSES

233. Since a Noun Clause does the work of a *Noun* in a Complex Sentence, it can be :—

(1) The Subject of a Verb.
(2) The Object of a Transitive Verb.
(3) The Object of a Preposition.
(4) The Complement of a Verb of Incomplete Predication.
(5) In Apposition to a Noun or Pronoun.

(1) The Subject of a Verb.

Where he lives is not known to anyone.
How he won the first prize is a mystery to all.
Whether it will rain today is uncertain.
Why he has not returned worries me.
What he told you against me is false.
When he will come is not known to me.
That she should say so surprises me.

(2) The Object of a Transitive Verb

She says *that she won't obey her husband*
We hoped *that the news was true*
He promised *that he would soon return*
I cannot tell *when she will return*
No one knows *who stole the watch*
Tell me *where I can find Rama*
Tell me *why you did not do your work*
Ask the clerk *if the Principal is in his office*
She denied *that she had written the letter*

(3) The Object of a Preposition

Except *that he stammers* he is an excellent teacher
Do not believe in *what he says*
She was greatly annoyed by *what I told her*
My cow will sell for *what it is worth*
The teacher laughed at *what the boys were doing*
Give us an idea of *what you are going to do after your examination*
Pay careful attention to *what your teacher teaches*

(4) The Complement of a Verb of Incomplete Predication

This is exactly *what we expected*
Life is *what we make it*
The question was *how he had got that information*
My belief is *that she is innocent*
The question is *whether there is any hope of his success*
This is *where she lived*
This was *how he became rich*

(5) In Apposition to a Noun or Pronoun

She made the request *that she should be pardoned*
All of us accept the theory *that the earth is round*
It is strange *that you should say so*
You have heard the proverb *silence is golden*
Remember the saying *that pride has a fall*
It was unfortunate *that she was not present there*

NOTE — Sometimes the Conjunction *that* is omitted, as,—
I fear [*that*] he will not succeed
She says [*that*] her brother is not at home

Exercise 113. *Pick out the Noun Clauses in the following sentences, and explain how each is used :—*

1. I cannot tell what other people think of me.
2. I do not know where man goes after death.
3. It was obvious to Wellington how the attack had failed.
4. Can you tell me who wrote *Hamlet* ?
5. I think you are in the wrong.
6. The report was that she had failed.
7. That he succeeded is well known.
8. I do not know whether they enjoyed my music.
9. This is how it was done.
10. You may ask : 'How did he write it ?'
11. His early poems showed that he was a great poet.
12. Do you know when she will come ?
13. Do whatever you think right.
14. Ask if she is at home.
15. There is no sense in what she says.
16. All depends on how it is done.
17. Pay careful attention to what I am going to say.
18. Why she left her husband is a mystery.
19. I have no faith in what she says.
20. Her great fear is that she may fail this year also.

Exercise 114. *Complete the following by adding suitable Noun Clauses :—*

1. It is uncertain————.
2. I do not know————.
3. I wonder————.
4. No one knows————.
5. Do you deny———— ?
6. We thought————.
7. My wish is———— .
8. It grieved me to hear————.
9. Her mother was anxious————.
10. He begged————.
11. ————is a mystery.
12. Can you guess———— ?
13. I do not understand————.
14. ————was the problem.
15. ————is quite certain.

16 Her great fear is————
17 Pay careful attention to————
18 I fear————
19 I often wonder————
20 No one can tell————

CHAPTER XXXII

ADJECTIVE CLAUSES

234 As an Adjective Clause in a Complex Sentence is a Subordinate Clause which does the work of an *Adjective*, so it qualifies same Noun or Pronoun in the Main Clause

235 An Adjective Clause is introduced by a Relative Pronoun or by a Relative Adverb , as,

The pen *that I bought* is lost.
The boy *who is lazy* deserves punishment.
The boy *whose book was lost* was punished
The book *of which the leaves were torn* was thrown away
The time *when the Governor will arrive* is known to all
The station *where the collision occurred* is near Delhi
The reason *why he resigned* is not known
Uneasy lies the head *that wears a crown*
Lal Bahadur Shastri, *who became Prime Minister of India*, was born in a poor family
We were shown the hut *in which Gandhiji used to live*

236 The Relative Pronoun or the Relative Adverb is sometimes not expressed in an Adjective Clause , as,

1 The plan ∧ *you propose* is a very good one
[Here the Relative Pronoun *that* is understood]
2 This is the man ∧ *I want*
[Here the Relative Pronoun *that* is understood.]
3 There was not a man in England ∧ *could do it*
[Here the Relative Pronoun *who* is understood.]
4 At the time ∧ *these words were written* we were abroad
[Here the Relative Adverb *when* is understood.]

237 The word *but* is sometimes equivalent to a Relative Pronoun followed by *not* It then introduces an Adjective Clause , as,

1 There was not a man in the country *but* thought so
[That is *who* did *not* think so]

2. There was not a boy in the class *but* answered my question.
   [That is, *who* did *not* answer my question.]
3. Nor was there a man in India *but* loved Mahatma Gandhi.
   [That is, *who* did *not* love Mahatma Gandhi.]

238. Sometimes *than* is used as a Preposition before a Relative Pronoun to introduce an Adjective Clause ; as,

1. He is a person *than whom* no one is a better judge.
2. They made Raman captain *than whom* no better boy could be found.
3. We came to a village *than which* my eyes had not seen a lovelier.

239. Sometimes, however, a Relative Pronoun introduces a Co-ordinate Clause ; as,

I met your servant *who* told me of your failure.

In this sentence, we cannot say that the Relative Pronoun *who* introduces a Subordinate Clause (that is, an Adjective Clause) for the Clause, *who told me of your failure*, does not in any way identify or describe the servant. Here, the Relative Pronoun is used to introduce a Co-ordinate Clause ; as,

I met your servant *who* [=and he] told me of your failure.

240. Study the following sentences in which *who* and *which* are used to introduce Co-ordinate Clauses :—

1. I met Mr. Huda, *who* [=and he] gave me your message.
2. He gave me some advice, *which* [=and it] is this.
3. He beat his dog, *which* [=and it] howled with pain.

Exercise 115. *Pick out each Adjective Clause in the following sentences and say which Noun or Pronoun in the Main Clause it qualifies :—*

1. This is the house that Jack built.
2. God helps those who help themselves.
3. Time which is lost is lost for ever.
4. They never fail who die in a great cause.
5. The place where the collision took place has been discovered.
6. He that is full of pride is sure to fall.
7. Blessed is he who has found his work.
8. The reason why he failed to come is not known.
9. This is the picture I want.
10. I remember the house where I was born.
11. He gave me all the help I wanted.
12. He who has health enjoys all the blessings of God.
13. There is no theatre but has one vacant seat.
14. There was not a woman present but wept to hear such sad news.
15. The lawyer I consulted gave me some useful advice.

6 Adverb Clauses of Result or Consequence

247 Adverb Clauses of Result or Consequence are introduced by the Subordinating Conjunction *that* (generally preceded by *so* or *such* in the Main Clause), but the Conjunction is sometimes understood, as,

He was so weak *that he could hardly stand*
He speaks so fast *that I cannot follow him*
He is so brave *that he is not afraid of any danger*
She ran so hard *that she was out of breath*
I spoke in such a way *that he understood me*
It is so far off *I cannot see it* [*That* is understood]
She was so weak *that she could hardly stand*
So bravely did they fight *that the enemy had to retreat*
So terrible a disease broke out *that thousands died*
So good a man was he *that all respected him*

7 Adverb Clauses of Comparison

248 Adverb Clauses of Comparison of Degree are introduced by one of the Subordinating Conjunctions or Relative Adverbs *as, than*

(1) *As* denoting degree is generally accompanied by *as* or *so* in the Main Clause, as,

He is as dull *as he is fat*
She is as wise *as she is beautiful*
He is not so foolish *as you think*

(2) *Than* is always accompanied be a Comparative (Adjective or Adverb) or by words like *other* in the Main Clause, as,

He is wiser *than I thought*
She is younger *than she looks*
No one is a better judge *than he is*
It was no other *than it seemed*

NOTE —The Verb of the Clause of Comparison is often not expressed but only understood, as,

She works harder *than* Lila [does]
He is as tall as *his father* [is]

8 Adverb Clauses of Condition

249 Adverb Clauses of Condition are generally introduced by Subordinating Conjunctions like *if, unless, whether* as

If I make a promise I keep it
If it rains we shall not go out
If I were you, I would accept the offer

You will not pass *unless you work harder.*

Unless it rains, the crops will fail.

I must appear in the examination, *whether I pass or not.*

NOTE 1.— Sometimes the Subordinating Conjunction is omitted in Adverb Clauses of Condition ; as,

Had he told the truth he would not have been punished.

Had I not seen her smoking with my own eyes, I would not have believed it.

Were an angel to tell me such a thing of her, I would not believe it.

NOTE 2.—Adverb Clauses of Condition are sometimes introduced by *whatever, whichever, however* ; as,

Whatever you might say, I am not going to change my mind.

Whatever road you take, you will not catch the train.

He will never succeed, *however hard he tries.*

However cleverly you may act, you will not be able to deceive him.

9. Adverb Clauses of Supposition or Concession

250. Adverb Clauses of Supposition or Concession are introduced by Subordinating Conjunctions like *although , though, even if* ; as,

Although it rained yesterday, we played tennis.

Although I told her not to do it, yet she did it.

He works hard *though he is not intelligent.*

Though he was rich, he was not happy.

Though he is poor, he is honest.

Even if I fail, I shall not give up hope.

Even if I had the money, I wouldn't buy a car now.

Exercise 117. *Pick out the Adverb Clauses in the following sentences, and say of what kind each is :—*

1. When he was a child, Scott was very delicate.
2. He was allowed to go wherever he pleased.
3. As you want an answer, I will give you one.
4. He died that France might live.
5. The prince walked proudly, as if he owned the earth.
6. He played with the machine, as a child plays with a toy.
7. His sister is younger than he is.
8. However rich he may get, he will not grow contented.
9. Strike the iron while it is hot.
10. If it was so, it was a grievous fault.
11. A great storm arose so that the ships were wrecked.

12 Though he is poor, he is honest.
13 Unless you work harder, you will fail
14 So good a man is he that all respect him
15 Make hay while the sun shines
16 O God, be with us, lest we forget.
17 No one can judge better than she can.
18 Since you desire it, I will look into the matter
19 She was as gentle as a dove
20 He went to Bombay that he might find work.
21 Play the game, whether you win or lose
22 He was so brilliant that he got all the medals for that year
23 She had such a pain that she was screaming
24 You may borrow the book so long as you promise to return it within a week
25 If you had asked me, I would have given you the money

Exercise 118 *Pick out the Subordinate Clauses in the following sentences and say of each whether it is a Noun Clause, an Adverb Clause, or an Adjective Clause —*

1 What I told you is the whole truth
2 I don't know when the examinations begin
3 Some people act as though they could do no wrong
4 Though the heavens fall, justice must be done
5 They never fail who die in a great cause
6 The tale is as dull as it is long
7 The place were I was born now lies in ruins
8 I heard that the first speaker was a tailor whose name nobody knew
9 No one knew how deep the pool was
10 He does not speak as well as he writes
11 We sow that we may reap
12 I told all her grandchildren how good she was
13 Don't talk while you are eating
14 He lives longest who works the noblest.
15 We all obeyed the order she gave
16 He wept as if he had been a child
17 Should you be passing, call in to see me
18 Take an umbrella in case it rains
19 He that is down need fear no fall
20 As he was not there, I left a message
21 She made no complaint except that she was tired,
22 If you have tears, prepare to shed them now

23. The moment which is lost is lost for ever.
24. We felt as if the ground were slipping beneath our feet.
25. Now that she has come, let her move the resolution.
26. However cleverly you may cheat, you will be found out at last.
27. Whatever may be the result, I shall not accept her offer.
28. Whether the Rajah likes it or not, he will speak the truth.
29. So bravely did they fight that the enemy had to surrender.
30. Whenever she visited me, we played chess together.

Exercise 119. *Pick out the Clauses in the following sentences and tell the kind of each :—*

1. The mayor denied that the promise which he had made was binding.
2. He said that I was mad when I told him that I wanted to run away from home.
3. The man who can play most heartily is generally the man who can work most heartily.
4. When the Governor found out why the bell had rung, he ordered that justice should be immediately done to the horse.
5. The night which we passed at the inn where we halted was as dark as January.
6. I can't tell you how it happened that my younger brother, who never worked hard at his lessons, stood first in the examination.
7. He told me that he thanked God that he never knew what it was to be dishonest.
8. I told him that a good man was he who helped his friends when they needed his help most.
9. When he was born, who brought him up, where he lived, and how he lived, no one knows.
10. He was of the opinion that no man who had any knowledge of the needs of the city would support such a measure.
11. She told her father that she had seen her husband's ring on the finger of the beggar who sat by the side of the garden.
12. The teacher who had taken undue interest in the boy became angry with him when he learned that he had not even cared to appear in the examination.
13. The Headmaster told the boy that if he behaved in that way again he would be turned out of the school.
14. When he arrived the night was so dark that the police could not recognize who the visitor was.
15. She spoke so clearly that even those who stood at distance from her could hear every word of what she said.

CHAPTER XXXIV

COMPOUND SENTENCES

251 We have seen that a Compound Sentence is made up of two or more *Co-ordinate* (that is, *equal* or *independent*) *Clauses* joined together by a Co-ordinating Conjunction , as,

1 The way was long and the night was cold
[Here each Co-ordinate Clause is a Simple Sentence]

2 I came, I saw, I conquered
[Here each Co-ordinate Clause is a Simple Sentence]

3 I say what I mean, and mean what I say
[Here each Co-ordinate Clause is a Complex Sentence]

4 I asked her what her name was, but she gave no reply
[Here the first clause is a Complex Sentence, while the second is a Simple Sentence]

So the Co-ordinate Clause of a Compound Sentence may be a Simple *Sentence or a Complex Sentence*

A sentence made up of two Co-ordinate Clauses is called a **Double Sentence** So the sentences 1, 3 and 4 are *Double Sentences* A sentence made up of *more than two* Co-ordinate Clauses is called a **Multiple Sentence** So the sentence 2 is a *Multiple Sentence*

252 The Clauses of a Compound Sentence can be joined by the following *four* kinds of Co-ordinating Conjunctions —

1 Cumulative

In a **Cumulative Sentence** one Clause is simply added to another , as,

Kamala sang *and* I danced.
He is an idler, and a gambler *too*
The poor suffer *as well as* the rich
He was *not only* a great scholar, he was *also* a wise leader
She cannot speak, *nor* can she write

2 Alternative

In an **Alternative Sentence** an *alternative* or *choice* is offered between one statement and another , as,

She must weep *or* she will die
Either she is foolish *or* she is mad.
Neither a borrower *nor* a lender be
Walk quickly, *else* you will miss the train

3. Adversative

In the **Adversative Sentence** one statement or fact is contrasted with or set against another ; as,

He is slow, *but* is steady.
He is poor, *yet* he is happy.
He worked very hard, *nevertheless* he failed.
Wise men love truth, *while* fools shun it.

4. Illative

In an **Illative Sentence** one Clause expresses the cause, and the other the effect of that cause ; as,

He did not work hard, *therefore* he failed.
I am unwell, *so* I cannot attend school today.
He will die some day, *for* all men are mortal.

Exercise 120. *Pick out the Clauses in the following Compound Sentences and tell the kind of each* :—

1. We ought to rejoice ; but we must rejoice with trembling.
2. God made the country and man made the town.
3. Man proposes and God disposes.
4. There is nothing either good or bad, but thinking makes it so.
5. He will act honourably in this matter, or I shall be greatly disappointed.
6. Prosperity gains friends and adversity tries them.
7. I wrote to your brother, who replied that you had not arrived.
8. I brought up an orphan till he was twenty, when he thanklessly left me.
9. They found the horse indeed ; but it distressed them to see it ; for it was lame.
10. Either he or his brother must have stolen my watch ; for no other person was present there.
11. His father argued with him and his mother appealed to him with tears, but still he pursued his foolish course.
12. Men may come and men may go, but I go on for ever.
13. He had hurt me, but he was so nice about it that I assured him that he hadn't.
14. I am old and have seen many things that have been.
15. Some are born great, some achieve greatness and some have greatness thrust upon them.

CHAPTER XXXV

COMBINATION OF TWO OR MORE SIMPLE SENTENCES INTO A SINGLE SIMPLE SENTENCE

253 Two or more Simple Sentences can be combined into one Simple Sentence —

1 By Using a Participle

1 He was tired of walking He sat down to rest
Tired (or *being tired*) of walking, he sat down to rest

2 He failed in the examination He gave up his studies
Having failed in the examination he gave up his studies

3 I wished to see Mohan I sent for him
Wishing to see Mohan I sent for him

4 The policeman ran after the thief The policeman caught him
Running after the thief, the policeman caught him

5 He selected a site He began to build a house
Having selected a site, he began to build a house

Exercise 121 *Combine each set of Simple Sentences into one Simple Sentence by using a Participle* —

1 He finished his dinner He went out for a walk
2 He was tired He sat down to rest
3 He felt sleepy. He went to bed
4 He raised his gun He took aim
5 The magician took pity on the mouse He turned it into a cat
6 A fox saw some grapes They were hanging from a vine
7 The child found himself alone He began to weep
8 He had his dinner He began to do his homework
9 She received a telegram She become very sad.
10 She had a good rest She felt much better
11 He is very ill He cannot attend the meeting
12 He received no answer He knocked a second time
13 He went to Delhi He wished to consult a heart specialist.
14 I have given you all the facts I have nothing more to say
15 He earned the displeasure of his boss He was dismissed from service

2 By Using an Absolute Phrase

1 The police arrived The mob dispersed
The police having arrived the mob dispersed

2. The weather was fine. We went for a walk.
   The weather being fine, we went for a walk.
3. The sun rose. The fog disappeared.
   The sun having risen, the fog disappeared.
4. The siege was over. The enemy withdrew.
   The siege being over, the enemy withdrew.
5. The bank was closed. I could not withdrew any money.
   The bank being closed, I could not withdrew any money.

Exercise 122. *Combine each set of Simple sentence into one Simple Sentence by using an Absolute Phrase :—*

1. It was very late. I did not go out for a walk.
2. The rain ceased. We began to play cricket again.
3. The wind was favourable. The ship set sail.
4. It was very hot. We could not sleep inside.
5. The sun rose. The fog disappeared.
6. The holidays are at an end. The boys are returning to school.
7. The police arrived. The mob dispersed.
8. It was a bank holiday. I could not withdraw any money.
9. It was very late. They went to bed at once.
10. Rain was plentiful this year. There was a rich crop.
11. There was no money left. We had to borrow from our friends.
12. It was extremely hot. We could not do any work.
13. The lecture was over. The people streamed out of the hall.
14. The master was away on business. The boys were in a merry mood. They made a noise.
15. Our side was weak. The other side was strong. Our team lost the match by one goal.

3. By Using a Preposition with a Noun or a Gerund

1. He has failed many times. He still hopes to succeed.
   In spite of many failures, he hopes to succeed.
2. She amused the party. She told them many funny stories.
   She amused the party *by telling them funny stories.*
3. He gave us his advice. He helped us with money.
   Besides giving us his advice, he helped us with money.
4. He did not succeed. He had made every effort.
   With all his efforts, he did not succeed.
5. His mother died. He heard the news. He left at once.
   On hearing the news of his mother's death, he left at once.

Exercise 123 *Combine each set of Simple Sentences into one Simple Sentence by using a Preposition with a Noun or a Gerund* —

1 The sun set. Their journey was not ended.
2 You helped us Otherwise we would not have succeeded
3 He checked all the accounts He found many serious errors in them
4 He failed in the examination He heard the news He began to weep
5 Her husband died suddenly This gave her a rude shock. She never fully recovered from it.
6 She has failed many times She still hopes to succeed
7 He used to amuse us He told us funny stories
8 He heard the news He rode away at once
9 The boy realized his mistake He grew very nervous.
10 She found the ring at once She did not search for it.

4 By Using an Infinitive

1 I speak the truth I am not afraid of it.
I am not afraid *to speak the truth*
2 He has five children He must provide for them
He has five children *to provide for*
3 Health is very important. It must not be neglected
Health is too important *to be neglected*
4 He is going to Pune He will start business there
He is going to Pune *to start business there*
5 Your sister had not enough industry She could not therefore win a prize
Your sister had not enough industry *to win a prize*

Exercise 124 *Combine each set of Simple Sentences into one Simple Sentence by using an Infinitive* —

1 He is very honourable He will not tell lies
2 He had no money with him He could not afford such luxuries
3 I heard of her success I was glad of that.
4 He cannot afford a radio set. He is very poor
5 He is very intelligent. He cannot commit such mistakes
6 He works very hard He wants to pass the examination
7 He has ten children He must support them
8 He has some bills He must pay them
9 He cannot afford a television set. He is too poor
10 Your parents will hear of your marriage They will be delighted.

5. By Using a Noun or a Phrase in Apposition

1. Mr. Brown is my teacher. He lives at Rishikesh.
   Mr. Brown, *my teacher*, lives at Rishikesh.
2. This is my younger sister. She is a great painter.
   This is my younger sister, *a great painter*.
3. He slew all the prisoners. This was a very horrible act.
   He slew all the prisoners — *a very horrible act.*
4. Milton was a blind poet. He wrote *Paradise Lost*. It is one of the finest epics in the English language.
   Milton, *a blind poet*, wrote *Paradise Lost* — *one of the finest epics in the English language.*

Exercise 125. *Combine each set of Simple Sentences into one Simple Sentence by using a Noun or a Phrase in Apposition* :—

1. Wellington won many battles. He was a great soldier.
2. This speech was delivered by Abraham Lincoln. He was the President of the United States of America.
3. The Taj Mahal was built by Shah Jahan. It is the finest mausoleum in the world.
4. *Gitanjali* was written by Rabindranath Tagore. He was a great Indian poet.
5. Mr. Smith is my friend. He is a great industrialist.
6. Ranjet is a good batsman. He made a hundred runs yesterday.
7. My brother is a great painter. He has painted this picture.
8. Mahatma Gandhi never told a lie. He is called "The Father of the Nation".
9. The pilgirims reached Hardwar. It is a sacred place of the Hindus.
10. He jumped into the swollen river to save the child. It was a very brave act.

6. By Using an Adverb or an Adverbial Phrase

1. The train is very crowded. That is usual.
   The train is *usually* very crowded.
2. Beware of false friends. This is of first importance.
   Above all things, beware of false friends.
3. The sun had set. He had not reached his home.
   He had not reached his home *by sunset*.
4. He possesses a head for business. This is certain.
   He *certainly* possesses a head for business.

Exercise 126 *Combine each set of Simple Sentences into one Simple Sentence by using an Adverb or an Adverbial Phrase —*

1 He failed. It was unexpected
2 He neglected his studies This was foolish
3 He forgot to bring the keys That was unfortunate.
4 He escaped unhurt. It was lucky
5 The sun set. The travellers had not returned
6 He is the best teacher There is no doubt about it (Use *undoubtedly*)
7 The train is very late That is usual
8 He is an undesirable fellow This is certain
9 He persevered. He was not deterred by setbacks
10 He kicked the poor begger It was his intention to do so

254 Several of the methods described above may be combined in the same sentence

1 I saw a woman She was about thrity years of age She stood at the Palace Gate for hours She did not speak She did not move

I saw a woman about thirty years of age standing at the Palace Gate for hours, without speaking or moving

2 The King was ill The people heard the news They crowded to the palace They wished to inquire about his health

Having heard the news of the King's illness, the people crowded to the palace to inquire about his health

3 He went to Delhi Delhi is the capital of India He went there during the Xmas holdidays His purpose was to see the historical buildings there

During the Xmas hodidays he went to Delhi, the capital of India, to see the historical buildings there

Exercise 127 *Combine each set of Simple Sentences into one Simple Sentence —*

1 The people saw the flames They ran towards the burning house
2 The information cannot be of any use to us It has come too late
3 The old woman was carrying a basket. It was filled with mangoes
4 He amused us very much He told us a funny story
5 A crow was very much thristy She flew to a pitcher She hoped to find some water in it
6 The *fakir* held a begging bowl It was made of wood He appealed to the charity of the passers by

7. The doors were bolted. The windows were well-barred. The thieves failed to break into the house.
8. My friend is going to Europe. He has got two years' leave. He wishes to become a barrister.
9. One day the Pope saw some children. His name was Gregory. The children were very fair. They were being sold as slaves in the market. He was very pained to see this.
10. I must cut my story short. He squandered all his wealth. He had acquired it dishonestly. He died in poverty.
11. The farmer heard the boy's shouts. The boy was drowning. He at once plunged into the river. He risked his own life.
12. I saw a woman. She had very beautiful looks. She was standing near the shrine. There were tears in her eyes.
13. I was terrified to see a man. He was at a distance of about twenty metres from me. He was followed by blood-hounds. They were half a dozen in number. They looked like fierce lions.
14. The sun set. The King wandered long in search of a deer. He lost his way in the jungle. At last he came upon a hut. It belonged to a poor farmer.
15. He has read the *Gita*. He read it in Sanskrit. He read it at the age of fourteen. He himself told me this.

CHAPTER XXXVI

COMBINATION OF TWO OR MORE SIMPLE SENTENCES INTO A SINGLE COMPLEX SENTENCE

1. A Noun Clause

255. Two or more Simple Sentences may be combined into one Complex Sentence by using a **Noun Clause.**

1. He is hard-working. Everybody knows it.
   Everybody knows *that he is hard-working.*
2. He may be at home. I do not know.
   I do not know *whether he is at home.*
3. He speaks fast. Otherwise he is a good teacher.
   Except that he speaks fast, he is a good teacher.
4. He would win the first prize. That was his hope. His hope was not fulfilled.
   His hope, *that he would win the first prize*, was not fulfilled.

5 He may fail again This is his great fear
His great fear is *that he may fail again*

Exercise 128 *Combine each set of Simple Sentences into one Complex Sentence containing a Noun Clause —*

1 Tagore was our greatest poet. It is generally agreed
2 He succeeded. This is well known
3 He may be allowed to resign This is his request.
4 Somebody stole the fountain pen He deserves punishment.
5 Mahabir is penniless There is no doubt about this
6 He may be innocent I do not know
7 Plague is spread by rats It is now commonly believed
8 A certain number of the enemy escaped We do not know this number
9 Will you lend me your book ? I want to read it.
10 When will the train arrive ? Tell me

2 An Adjective Clause

256 Two or more Simple Sentences may be combined into one Complex Sentences by introducing an Adjective Clause by the use of *who whom whose* or *which* and the Relative Adverb *where* or *why*

1 I met my old friend He is now a Police Inspector
I met my old friend *who* is now a Police Inspector
2 The boy sits near me His father is a philosopher
The boy *whose* father is a philosopher sits near me
3 This is the letter Lila wrote it.
This is the letter *which* Lila wrote
4 This is the garden The finest roses grow here
This is the garden *where* the finest roses grow
5 You did not come to school yesterday Can you tell me the reason ?
Can you tell me the reason *why* you did not come to school yesterday ?

Exercise 129 *Combine each set of Simple Sentences into one Complex Sentence containing an Adjective Clause —*

1 The attack has failed Can you tell me the reason ?
2 The attack was made at night. It was carried out successfully by the commander
3 The King is now lying seriously ill We are all very anxious for his life
4 This is the house I was born here
5 She is not keeping good health Can you tell me the reason ?

6. Some people live in glass houses. Such people must not throw stones at others.
7. This is the hole. A snake lives here.
8. The man was a stammerer in his childhood. You admire his voice now.
9. Once there lived a farmer. He had a goose. The goose laid an egg every day. The egg was golden.
10. The conspirators met together sécretly. The place of their meeting was a thick jungle. Their object was to murder the King.

3. An Adverb Clause

257. Two or more Simple Sentences may be combined into one Complex Sentence by introducing an **Adverb Clause** by the use of the Subordinating Conjunctions, *if, since, because, unless, when, where, while, though, as, until, before, than, that,* etc.

1. You will pass. Your working hard is a condition.
   You will pass *if* you work hard.
2. He will succeed. He has worked hard.
   He will succeed, *since* he has worked hard.
3. He was fined. He has copied in the examination.
   He was fined *because* he had copied in the examination.
4. You must work harder. You will not pass.
   Unless you work harder, you will not pass.
5. The sun set. We returned home.
   When the sun set, we returned home.
6. He worked hard. His object was to win a prize.
   He worked hard *that* he might win a prize.
7. You are there. You can stay there.
   You can stay *where* you are.
8. The sun shines. Make hay now.
   Make hay *while* the sun shines.
9. He is contented. He is poor.
   He is contented *though* he is poor.
10. He is ill. He cannot attend office.
    As he is ill, he cannot attend office.
11. I will return. Do not go till then.
    Do not go *until* I return.
12. I had left home. She came later.
    I had left home *before* she came.
13. Lila is more intelligent. I am less intelligent.
    Lila is more intelligent *than* I am.

14 The bell rang They all came up at once
As soon as the rang, they all came up
15 Hamid is clever Ali is equally clever
Ali is *as* clever *as* Hamid.

Exercise 130 *Combine each set of Simple Sentences into one Complex Sentence containing an Adverb Clause* —

1 Strike now The iron is hot.
2 You may cheat very cleverly You will be found out at last.
3 They fought very bravely The enemies were driven off
4 I shall come Let it rain
5 Watch You may not enter into temptation
6 He drew his sword His object was to defend himself
7 He walked with care He was afraid of stumbling
8 He was taken ill He has been weak from that time
9 He was not there I spoke to his mother
10 You are very clever You will be able to explain this
11 Men work They wish to earn a decent living
12 He spoke rapidly We could not clearly understand him
13 He is very stupid. He is equally lazy
14 The signal was given Everyone immediately raised a shout.
15 Mohan is a clever boy No other boy in the class is more clever
16 It is very simple Even a child can understand it
17 The thief saw the policeman coming He immediately took to his heels
18 You must take your medicine You will not get better
19 He is very old. He enjoys good health
20 You have tears Prepare to shed them now

Exercise 131 (Miscellaneous) *Combine the following sentences without using* 'and *or* but' —

1 He was very tired He could not walk any farther
2 He finished his work. He sat down to relax
3 The weather was fine He went out for a walk.
4 That is the University I received my education there
5 He was angry with his brother He shouted at him
6 I do not like her She is a naughty girl
7 He is a sincere worker No one can doubt this fact.
8 The boy had won a prize He was very pleased
9 There were three hundred persons on board the ship Only one escaped.

10. He sold the cycle. It belonged to his son.
11. This box is heavy. I cannot lift it.
12. They were frightened. They took to their heels.
13. You sent me a message. I duly received it.
14. He spoke in a very low voice. Nobody could hear him.
15. He is very old. He enjoys good health.
16. My sister attends school regularly. She is keen to pass the examination.
17. A committee was formed. It consisted of several government officials.
18. Is it time for the train to start ? Ask the guard.
19. He has no work in winter. He idles away his time.
20. Many planets move round the sun. Only the earth is habitable.

Exercise 132. (Miscellaneous). *Rewrite the following sentences, without changing their essential meaning, according to the instruction given after each :—*

1. You'll get crushed ! Get away !
   (Rewrite as one sentence and use 'if'.)
2. Tagore was a painter. He was also a poet.
   (Rewrite as one sentence, using 'Besides.................'.)
3. He won a lottery. He bought a car. (Rewrite as one sentence, using Participle 'Having won.........')
4. I received his telegram. Immediately I went to see him.
   (Rewrite as one sentence, using 'As soon as...........')
5. I will get ready. Do not go till then.
   (Rewrite as one sentence, using 'until'.)
6. All will respect you. Your being honest is a condition. (Rewrite as one sentence, using 'if'.)
7. He had left home. The guest arrived afterwards.
   (Rewrite as one sentence, using 'before'.)
8. Has he returned from Bombay ? Ask his wife.
   (Rewrite as one sentence, using 'whether'.)
9. It is very simple. Even a child can understand it.
   (Rewrite as one sentence, using 'so...that'.)
10. You must take your medicine regularly. You will not get better.
    (Rewrite as one sentence, using 'unless'.)
11. He works hard. His object is to win a scholarship.
    (Rewrite as one sentence, using 'that'.)
12. The sun shines. Make hay now.
    (Rewrite as one sentence, using 'while'.)

13 The thief saw the policeman coming He immediately took to his heels
(Rewrite as one sentence, using 'As soon as ')

14 Raman is industrious Ashok is equally industrious
(Rewrite as one sentence using 'as .as'))

15 We reached home The sun had not set then
(Rewrite as one sentence, using 'before')

16 Do not tell lies Lying is wrong
(Rewrite as one sentence, using 'since')

17 He drew the sword His purpose was to defend himself
(Rewrite as one sentence, using 'that')

18 We could hardly see our way It was very dark.
(Rewrite as one sentence, using 'so that')

19 The old woman is quite happy She is very poor
(Rewrite as one sentence, using 'although')

20 You must walk fast. You will miss the train
(Rewrite as one sentence, using 'unless')

21 He hurried home His father might blame him
(Rewrite as one sentence, using 'lest')

22 He heard the news of his success He informed his father immediately
(Rewrite as one sentence, using 'As soon as ')

23 He was encouraged by his sucess He made further efforts
(Rewrite as one sentence, using 'being ')

24 He can't buy this car It is very expensive
(Rewrite as one sentence, using 'to buy')

25 The place was very beautiful For that reason we did not like to leave it (Rewrite as one sentence, using 'As .. ')

26 He ran He was chased by a lion (Rewrite as one sentence, using 'as if')

27 His handwriting is good Your handwriting is not equally good
(Rewrite as one sentence, using 'so .as')

28 He has deceived his friends They still trust him
(Rewrite as one sentence, using 'Although ')

29 We stayed at home The weather was very hot.
(Rewrite it as one sentence, using 'As ')

30 You will be ill Do not eat too much
(Rewrite it as one sentence using 'If ')

31 You must work hard You will not succeed
(Rewrite as one sentence, using 'Unless)

CHAPTER XXXVII

COMBINATION OF TWO OR MORE SIMPLE SENTENCES INTO A SINGLE COMPOUND SENTENCE

258. Two or more Simple Sentences can be combined into one Compound Sentence :—

(1) *By using some Co-ordinating Conjunction which adds one statement to another* (*e.g.*, **and, both...and, not only...but also, not less than**, etc.).

1. God made the country. Man made the town.
   God made the country *and* man made the town.
2. He is a rogue. He is a madman.
   He is *both* a rogue *and* a madman.
3. His enemies declared him to be guilty. His best friends also declared him to be guilty.
   Not only his enemies *but* his best friends *also* declared him to be guilty.
4. Ali is guilty. Hari is guilty no less.
   Hari *no less than* Ali is guilty.

(2) *By using some Co-ordinating Conjunction, which suggests a choice between two statements* (*e.g.* **or, either...or, neither...nor**, etc.).

1. She must weep. She will die.
   She must weep *or* she will die.
2. Take medicine regularly. You will not get better.
   Take medicine regularly, *else* you will not get better.
3. He is mad. He feigns madness.
   Either he is mad, *or* he feigns madness.
4. He is not an idler. He is not a gambler.
   He is *neither* an idler *nor* a gambler.

(3) *By using some Co-ordinating Conjunction which suggests a contrast between two different statements* (*e.g.*, **but, still, yet, only**, etc.).

1. He is poor. He is contented.
   He is poor, *but* he is contented.
2. He is rich. He is unhappy.
   He is rich, *still* he is unhappy.
3. He may slay me. I will trust Him.
   He may slay me, *yet* I will trust Him.

4 Wise men love truth Fools shun it
Wise men love truth, *whereas* (or *while*) fools shun it.

(4) *By using some Co ordinating Conjunction which suggests that one statement stands as a consequence of another (e g* **therefore, so, for,** etc)

1 He was found guilty He was hanged
He was found guilty, *therefore* he was hanged

2 He is unwell He cannot attend college
He is unwell *so* he cannot attend college

3 He will die one day All men are mortal
He will die one day, *for* all men are mortal

Exercise 133 *Join each of the following pairs of sentences by using* **'not only but also'** —

1 He is hard-working He is sincere
2 You should read this poem You should learn this poem
3 He was fined He was sentenced to six months' imprisonment.
4 Try to the honest. Try to be faithful
5 The bandit robbed the poor traveller The bandit killed the poor traveller
6 He passed in the first division He won a scholarship
7 He lost his ticket. He lost his luggage
8 He gave us food to eat He helped us with money
9 The rich should pity the poor The rich should help the poor
10 He read the book He remembered what he had read

Exercise 134 *Join each of following pairs of sentences by using* **'still'** or **'yet'** —

1 He was annoyed He kept quiet.
2 He failed He persevered
3 He was not very rich He helped the poor
4 He worked very hard He failed in the examination
5 He was very obstinate His friends loved him
6 The old man was tired and hungry He walked on and on
7 The weather was hot. The weather was not unpleasant.
8 She was rather unfair to us We did not mind at all
9 The doctors did their best The patient did not show any improvement.
10 She won the first prize in English She was not satisfied

Exercise 135 *Join each of the following pairs of sentences by using* **'either or'** —

1 She will go to Delhi by bus She will go to Delhi by car

2. This boy is lazy. This boy is stupid.
3. He will visit us this week. He will visit us next week.
4. The teacher is to blame. His pupil is to blame.
5. You must tell the truth. You must face expulsion from the school.
6. He is a liar. He is a coward.
7. I will meet you at the post office. I will meet you at the cinema.
8. This news must go by air-mail. This news must go by wire.
9. He is mistaken. His brother is mistaken.
10. Do your work properly. Leave my service.

Exercise 136. *Join each of the following pairs of sentences by* using **'or'** :—

1. She must weep. She will die.
2. Do you like to play hockey ? Do you like to play football ?
3. You must pay the fine. You must leave the school.
4. Is that rumour true ? Is that rumour false ?
5. Make haste. You will be late.
6. You must obey the rules of the hostel. You must leave the hostel.
7. Will you have tea ? Will you have coffee ?
8. Will you go to Delhi on Monday ? Will you go to Delhi on Wednesday ?
9. Will they travel by air ? Will they travel by train ?
10. Is she asleep ? Is she awake ?

Exercise 137. *Join each of the following pairs of sentences by using* **'neither...nor'** :—

1. He does not speak English well. He does not write English well.
2. He is not a liar. He is not a coward.
3. He is not in the wrong. His brother is not in the wrong.
4. She is not in the kitchen. She is not in the drawing room.
5. He cannot speak Hindi. He cannot speak English.
6. We do not admit it. We do not deny it.
7. I have no food. I have no money.
8. His father is not a teacher. His father is not a lawyer.
9. He will not come this week. He will not come next week.

Exercise 138. *Join each of the following pairs of sentences by using* **'else'** or **'otherwise'** :—

1. You must work hard. You will fail in the examination.
2. You must hurry up. You will miss the train.
3. Walk quickly. You will not overtake him.

4 You must write the letter just now It will be late for the post.
5 Give him some water to drink He will die of thirst.
6 Take exercise regularly Your health will suffer
7 Don't violate the road rules You will be involved in an accident.
8 A policeman arrived just then The thief would not have been caught.
9 Tell the truth You will be punished
10 They must confess their fault. They will be expelled from the school

Miscellaneous Examples

259 The following examples show how a group of Simple Sentences can be combined into a single Compound Sentence by combining the above methods —

1 He is meek He is gentle He is sly He is cunning His friends avoid his company
He is meek and gentle *but* sly and cunning *and hence* his friends avoid his company

2 The people of this place are thrifty They are industrious They are dishonest. They are dirty The people of other places do not mix with them
The people of this place are thrifty and industrious, *but* they are dishonest *and* dirty , *so* the people of other places do not mix with them

3 In private life he was kind In private life he was even generous. In public life he was severe. In public life he administered strict justice.
In private life he was kind *and* even generous, *but* in public life he was severe *and* administered strict justice

Exercise 139 *Combine each of following groups of Simple Sentences into a Compound Sentence* —

1 He was declared to be guilty by the magistrate Even his best friends believed the verdict to be just.
2 Do not be a borrower Do not be a lender
3 Walk quickly You will not be able to overtake him
4 He failed in the examination. He did not work hard
5 Man proposes God disposes
6 His debts were heavy He has paid them off
7 The meek shall inherit the earth Blessed are the meek.
8 He did not get the first prize He was much praised for his zeal and energy
9 He is not a happy man He has bad health

10. Little minds are tamed by misfortune. They are subdued by hardships. Great minds rise above such trials of life.
11. Take him. Bind him hand and foot. Cast him out.
12. Some men are born great. Some achieve greatness. Some have greatness thrust upon them.
13. There is nothing good. There is nothing bad. Thinking makes it so.
14. I could not find the key of the safe. I broke open the safe. It was of no use. The safe was empty.
15. You may not care for wealth. You may not care for fame. You shall have to care for truth. Life without truth is a degraded life.

CHAPTER XXXVIII

TRANSFORMATION OF SENTENCES

260. To *transform* a sentence is to change it from one grammatical form to another without altering its sense. The following examples will show how it is possible to change the *form* of a sentence without changing its meaning. Such a process is known as the **Conversion** or **Transformation of Sentences.**

1. Sentence containing the Adverb 'too'

261. The form of a sentence containing the Adverb *too* can be changed as shown below :—

1. She is *too* proud to apologize.
   She is *so* proud *that* she will not apologize.
2. He is *too* honest to accept a bribe.
   He is *so* honest *that* he will not accept a bribe.
3. The news is *too* good to be true.
   The news is *so* good *that* it cannot be true.
4. He is *too* old to learn things.
   He is *so* old *that* he cannot learn things.
5. This tree is *too* high for me to climb.
   This tree is *so* high *that* I cannot climb it.

Exercise 140. *Rewrite the following sentences so as to remove the Adverb* **'too'** :—

1. It was too hot to work.
2. He is too weak to be promoted to the next higher class.
3. The sun is too hot for us to go out at present.
4. He is too ill to go to the church today.
5. The milk is too hot to drink.
6. He is too proud to confess his guilt.
7. He will be too late to catch the train.

8 I am afraid that this news is too good to be true
9 He is too honest to be a successful businessman
10 I am too tired to walk any farther

Exercise 141 *Rewrite these sentences using* **'too'** *as shown below* —

	This shirt is so dirty that I cannot wear it.
=	This shirt is too dirty for me to wear

1 These mangoes are so cheap that they cannot be good
2 This book is so difficult that I cannot read it.
3 He is so weak that he cannot walk.
4 This table is so heavy that I cannot lift it.
5 It is so cold that we cannot go out.
6 This grammar is so difficult that a child cannot understand it.
7 It is so dark that we cannot see anything
8 He is so stupid that he cannot understand.
9 This coffee is so hot that I cannot drink it.
10 He speaks so fast that he cannot be understood

Exercise 142 *Rewrite each of these sentences twice, using (a)* **'too to'** and *(b)* **'so that'**, *as shown below* —

	It is very hot I can't go out.
=	It is *too* hot *to* go out.
	It is *so* hot *that* I can t go out.

1 This soup is very hot. I can't drink it
2 The weather was very hot We couldn't go out
3 This problem is very difficult. I can't solve it
4 She was very excited She couldn't speak.
5 The room was very small We couldn't all get in
6 He is very old He can't learn anything new
7 The oranges were very sour We couldn't eat them
8 They were very stupid They couldn't learn a single thing
9 This mountain is very high We can't climb it
10 This news is very good It can't be true

2 Interchange of the Degrees of Comparison

262 The following examples will show that it is possible to change the Degrees of Comparison of Adjectives and Adverbs, without changing the meaning of the sentences —

1	*Positive*	He is not so *strong* as Bali
	Comparative	Bali is *stronger* than he

2. *Comparative.* Solomon is not *wiser* than he is.
Positive. He is as *wise* as Solomon.

3. *Positive.* I have never seen such a *beautiful* picture as this.
Comparative. This picture is more *beautiful* than any other picture that I have ever seen.
Superlative. This is the *most beautiful* picture that I have ever seen.

4. Superlative. Love is the *greatest* thing in the world.
Comparative. Love is *greater* than any other thing in the world.
Positive. No other thing in the world is so *great* as love.

5. *Superlative.* Bombay is one of the *biggest* towns in India.
Comparative. Bombay is *bigger* than most other towns in India.
Positive. Very few towns in India are so *big* as Bombay.

6. *Positive* No other metal is so *heavy* as lead.
Comparative. Lead is *heavier* than any other metal.
Superlative. Lead is the *heaviest* of all metals.

Exercise 143. *Change the Degree of Comparison without changing the meaning :—*

1. He runs as fast as a deer.
2. That horse is more splendid than this.
3. Bali is the strongest boy in the class.
4. Kalidasa is the greatest of Indian poets.
5. Very few Indian towns are as large as Calcutta.
6. I have never seen such a beautiful doll as this.
7. This is the most interesting book that I have ever read.
8. December is the coldest month in India.
9. No other metal is so useful as iron.
10. This paper has a larger circulation than any other paper in India.

Exercise 144. *Rewrite each of these sentences twice, as shown below :—*

This book is *less* difficult than that.
= This book is *not so* difficult as that.
This book is *easier* than that.

1 The surface was less smooth than I expected.
2 It is less hot today than it was yesterday
3 This pond is less deep than the pond in our village
4 Mount Kamet is less high than Mount Everest.
5 The temperature today is less high than it was yesterday
6 This book is less expensive than the one we bought yesterday
7 He is less strong than his cousin
8 She is really less old than she looks
9 This box is less heavy than that
10 He is less foolish than his sister

Exercise 145 *Rewrite each of these sentences, using a Comparative instead of a Superlative or a Superlative instead of a Comparative as shown —*

He was the *cleverest* boy in the class
= He was *cleverer* than any other boy in the class

(Note that *other* may be used after a Comparative but not after a Superlative)

1 China has the largest population of any country in the world
2 Calcutta is the largest city in India
3 The U S A is the richest country in the world
4 Iron is the most useful of all metals
5 This book is the most difficult that I have ever read
6 This boy is stronger than any other boy in the class
7 This boy is a better swimmer than any other boy in the school
8 Mount Everest is the highest mountain in the world
9 Love is the greatest thing in the world
10 The diamond is harder than any other substance

3 Interchange of Exclamatory and Assertive Sentences

263 Exclamations may be transformed into Assertions and *vice versa* —

1	*Exclamatory*	What a piece of work is man!
	Assertive	Man is a wonderful piece of work
2	*Exclamatory*	What a fool you are !
	Assertive	You are a great fool
3	*Exclamatory*	Death before dishonour !
	Assertive	It is better to die than to be dishonoured.
4	*Exclamatory*	How are the mighty fallen !
	Assertive	The mighty are indeed fallen
5	*Exclamatory*	O! that I had not lived to see this day
	Assertive	I wish that I had not lived to see this day

6. *Assertive.* I wish I had the wings of a dove.
Exclamatory. O ! that I had the wings of a dove.

7. *Assertive.* She sings very sweetly.
Exclamatory. How sweetly she sings !

8. *Assertive.* It is very sad that poor Bimla is dead.
Exclamatory. Alas ! poor Bimla is dead.

Exercise 146. *Change the following Exclamations into Assertions :—*

1. How beautiful the night is !
2. What a beautiful scene this is !
3. How hot it is !
4. O that the desert were my dwelling-place !
5. How sad the looks !
6. How sweet the moonlight sleeps upon this bank !
7. What a terrible accident !
8. How lovely these flowers are !
9. What a lame excuse !
10. O that we were young again !

Exercise 147. *Change the following Assertions into Exclamations :—*

1. It is very hot.
2. It is a very sad news.
3. It is a very foolish idea.
4. You are very careless.
5. I wish I had never left my home.
6. I wish I were young again.
7. A lamb is a very gentle creature.
8. The night is very beautiful.
9. I wish that I were dead.
10. We had a very happy time last night.

4. Interchangge of Interrogative and Assertive Sentences

264. Questions may be changed into Statements and *vice versa* :—

1. *Interrogative.* Is not blood thicker than water ?
Assertive. Blood is thicker than water.

2. *Interrogative.* Shall I ever forget those happy days ?
Assertive. I shall never forget those happy days.

3. *Interrogative.* Are we going to submit like this ?
Assertive. We are not going to submit like this.

4	*Interrogative*	When can her glory fade ?
	Assertive	Her glory can never fade
5	*Assertive*	No one can bear such an insult.
	Interrogative	Can anyone bear such an insult ?
6	*Assertive*	Everyone wishes to live long
	Interrogative	Who does not wish to live long ?
7	*Assertive*	There is nothing greater than love
	Interrogative	Is there anything greater than love ?
8	*Assertive*	An honest man can become rich
	Interrogative	Cannot an honest man become rich ?

Exercise 148 *Change the following Questions into Statements, without changing the meaning* —

1 Why waste time in reading novels ?
2 Are we born simply to eat ?
3 Can we ever forget her kindness to us ?
4 Can you gather grapes from thorns ?
5 Who does not love his country ?
6 Who can become rich by adopting dishonest means ?
7 What though the field be lost ?
8 Can a tiger change his nature ?
9 Shall we ever see her like again ?
10 Was he not a rogue to do such a deed ?

Exercise 149 *Change the following Statements into Questions without changing the meaning* —

1 I am not such a fool as to believe this
2 Prevention is better than cure
3 A lie has no legs
4 There is nothing better than a busy life
5 Nobody can deny that work is worship
6 That is not the way to talk to your mother
7 A rolling stone gathers no moss
8 Everyone realizes the worth of character
9 The leopard cannot change his spots
10 No one can be more faithful than a true friend.

5 Interchange of Negative and Affirmative Sentences

265 Negative Sentences can be transformed into Affirmative Sentences and *vice versa* —

1	*Negative*	I am not so rich as he
	Affirmative	He is richer than I

2.	*Negative.*	There was no one present who did not cheer.
	Affirmative.	Everyone present there cheered.
3.	*Negative.*	No sooner did he see us than he ran away.
	Affirmative.	As soon as he saw us he ran away.
4.	*Affirmative.*	No one but a fool would say such a thing.
	Negative.	Only a fool would say such a thing.
5.	*Affirmative.*	He is the richest man in the city.
	Negative.	No man in the city is as rich as he.
6.	*Affirmative.*	Few men would be cruel to a beggar.
	Negative.	Not many men would be cruel to a beggar.
7.	*Affirmative.*	He tried every plan.
	Negative.	He left no plan untried.

Exercise 150. *Turn the following Sentences into the Negative form, without changing the meaning :—*

1. He is a bad man.
2. This gate is sometimes closed.
3. Only a fool would behave in such a way.
4. Few men could have done better in the circumstances.
5. Raman is the strongest boy in the class.
6. As soon as the thief saw the policeman he ran away.
7. She gave us little reward.
8. You are quite as foolish as he is.
9. There is always some lightning when it thunders.
10. As soon as the teacher entered the room, every boy was silent.

Exerrcise 151. *Turn the following Sentences into affirmative form, without changing the meaning :—*

1. He did not know much of the matter.
2. No one can deny that he has done his best.
3. There was no one present who did not criticize her conduct.
4. He promised never to tell lies again.
5. I shall never forget your kindness.
6. There is no smoke without fire.
7. Kamala is not so clever as Sita.
8. There is nobody but believes in her honesty.
9. He was not a little tired when he reached home.
10. No one but a coward would fail to do his duty.

Exercise 152. *Rewrite each of the followingg sentences in a dif[illegible] way, as shown :—*

1	*If* you do not apologize, I will not excuse you
	Unless you apologize, I will not excuse you
2	*But* for your help, I would have been ruined
	If you had not helped me, I would have been ruined

1 If you eat too much you will be ill
2 If he wears glasses he can see
3 If they work hard they will succeed
4 If the house is cheap I shall buy it
5 If I am invited I shall go
6 If you do not hurry you will miss the train
7 If you do not shout he will not hear you
8 But for your guidance, we would not have achieved our object.
9 But for their bravery, we would have lost the battle
10 If the king rules wisely, the people praise him
11 You can leave only if you have permission
12 He will attend only if he is invited
13 I shall wire you only if he is seriously ill
14 He will be allowed to play only if he turns up in time
15 If you do not treat her well she will not listen to you
16 If he does not travel by taxi he cannot reach here before six o'clock.
17 If he is not a fool he will not believe it
18 If the weather is not fine, we shall not play tennis
19 If you do not study methodically you will make no progress
20 He will pay only if he is compelled

CHAPTER XXXIX

TRANSFORMATION OF SENTENCES—(*Contd*)

1 Conversion of Simple Sentences to Compound Sentences

266 *Simple Sentences* may be changed into *Double Sentences* by taking a word or phrase, and expanding it into a Co-ordinate Clause

(1) Using the conjunctions **and, both and, not only.. but also** as,

Simple	Seeing a bear coming, he lay on the ground
Compound	He saw a bear coming, *and* lay on the ground
Simple	She received praise and reward
Compound	She was *both* praised *and* rewarded
Simple	Besides being industrious he is wise
Compound	

(2) *Using the Conjunctions* **but, yet, nevertheless** ; as,

Simple. In spite of his riches, he is unhappy.
Compound He is very rich, *but still* he is unhappy.

Simple. Notwithstanding his sorrow, he is hopeful.
Compound. He is sorrowful *but yet* hopeful.

Simple. In the face of many obstacles he persevered.
Compound. He met with many obstacles, *nevertheless* he persevered.

(3) *Using the Conjunctions* **or, either...or, otherwise** ; as,

Simple. You must confess your fault to escape being fined.
Compound. You must confess your fault *or* you will be fined.

Simple. To avoid punishment you must apologize.
Compound. *Either* you must apologize, *or* you will be punished.

Simple. You must run away at once to escape being caught.
Compound. You must run away at once, *otherwise* you will be caught.

Exercise 153. *Change the following Simple Sentences into Compound Sentences* :—

1. Besides being a philosopher he was a good painter.
2. Owing to a headache he cannot attend office.
3. To avoid failure you must work hard.
4. For all his riches, he is not contented.
5. You must go there in plain dress to escape being laughed at.
6. To everyone's surprise, the attack completely failed.
7. Rushing against his enemy, he killed him with his spear.
8. You must stop working at night, on pain of losing your eyesight.
9. In spite of his learning, his judgement was bad.
10. Taking off his clothes, he plunged into the river.
11. You must work very hard to win the first prize.
12. With all his health, he is not happy.
13. In spite of her ill health she looks cheerful.
14. You must take exercise regularly, on pain of losing your health.
15. In addition to being honest he is sincere.

2. Conversion of Compound Sentences to Simple Sentences

267. *Compound Sentences* may be changed into *Simple Sentences* in the following ways :—

(1) *By substituting a Participle for a Finite Verb* ; as,

Compound. He took his hat and set off.
Simple. *Taking* his hat, he set off.

Compound	The sun rose and the fog disappeared.
Simple	The sun *having risen*, the fog disappeared.
Compound	He finished his work and returned home
Simple	Having finished his work, he returned home

(2) *By substituting a Preposition, etc., for a Clause* as,

Compound	He not only made a promise, but kept it too
Simple	*Besides making a promise* he kept it.
Compound	He shaved himself and then took his bath
Simple	*After shaving himself*, he took his bath
Compound	You must not be late or you will be fined
Simple	*In the event of your being late*, you will be fined

(3) *By substituting an Infinitive for a Clause*, as,

Compound	You must work hard or you will not win the first prize
Simple	You must work hard *to win the first prize*
Compound	Either you must confess your fault or you will be punished
Simple	*To escape* punishment you must confess your fault.

Exercise 154 *Change the following Compound Sentences into Simple Sentences* —

1 He worked hard yet he did not pass
2 He not only gave them valuable advice, but he also helped them with money
3 He washed himself and then he had breakfast.
4 The meeting was over and we returned home
5 He was a very rich man but still he was unhappy
6 He took every care, yet the accident took place
7 He not only robbed the poor widow, but also killed her
8 The attack completely failed and everyone was surprised.
9 He took pity on the poor girl and turned her into a beautiful bird
10 He was not only a philosopher but was a poet also
11 He saw a bear coming and fled in terror
12 Night came and all the birds returned to their nests
13 You must apologize, or you will be punished
14 Not only the hall but even the galleries were packed at the utmost.
15 Walk quickly or you will not reach the station on time.

3 Conversion of Simple Sentences to Complex Sentences

268 *A Simple Sentence* can be changed into a *Complex Sentence* by expanding a *word* or *a phrase* into a *Subordinate Clause* (Noun, Adjective or Adverb)

1. Noun Clause

Simple.	We heard of her *failure.*
Complex.	We heard *that she had failed.*
Simple.	I do not know *the day of his death.*
Complex.	I do not know *when he died.*
Simple.	We all know *the reason of his popularity.*
Complex.	We all know *why he is popular.*
Simple.	*The time of his coming* no one knows.
Complex.	*When he will come* no one knows.
Simple.	She hoped *to win the first prize.*
Complex.	She hoped *that she would win the first prize.*

2. Adjective Clause

Simple.	He is a man *of his word.*
Complex.	He is a man *who keeps his word.*
Simple.	*A man of prudence* is respected by all.
Complex	A man *who is prudent* is respected by all.
Simple	A *liar* is seldom trusted.
Complex.	A person *who tells lies* is seldom trusted.
Simple.	The reason *of her failure* is known to all.
Complex.	The reason *why she failed* is known to all.
Simple.	He told us the time *of his arrival.*
Complex.	He told us the time *when he would arrive.*

3. Adverb Clause

Simple.	You may go *anywhere.*
Complex.	You may go *wherever you like.*
Simple.	*At sunset* he returned home.
Complex.	*When the sun set* he returned home.
Simple.	Do it to *the best of your ability.*
Complex.	Do it *as well as you can.*
Simple.	*On seeing the snake* I ran away.
Complex.	*As soon as I saw the snake,* I ran away.
Simple.	He was absent *on account of illness.*
Complex.	He was absent *because he was ill.*
Simple.	This news is too *good to be true.*
Complex.	This news is *so good that it cannot be true.*
Simple.	*Without your help* I can do nothing.
Complex.	*Unless you help me* I can do nothing.

Exercise 155 *Change the following Simple Sentences into Complex Sentences, each containing a Noun Clause —*

1 No one can tell the time of his coming
2 His place of concealment is known to the police
3 I do not know the time of the departure of the train
4 He did not tell me the place of his birth
5 We must hope for better times
6 He confessed his guilt.
7 No one knows the day of his death
8 It is said to have been built by a king
9 Obedience to your parents is your first duty
10 I heard of his success

Exercise 156 *Change the following Simple Sentences into Complex Sentences, each containing an Adjective Clause —*

1 He is a man of great ability
2 An honest man is the noblest work of God
3 Their dwelling place is not known to us
4 He was the first Indian to become the governor
5 He is man of irresponsible nature
6 A man of industrious habits is sure to succeed
7 Do you know the road leading to the station ?
8 Do you know the time of her arrival ?
9 The people in the gallery could hear her well
10 The reason of her failure is known to everyone

Exercise 157 *Change the following Simple Sentences into Complex Sentences, each containing an Adverb Clause —*

1 On entering the room he saw his friend
2 She worked hard to win the first prize in English.
3 For all his riches, he is discontented
4 You cannot succeed without working hard
5 Having finished his work, he went for a walk
6 In the absence of the cat the mice will play
7 I will not leave this place without your permission
8 He is too dull to follow your speech
9 Weather permitting, we shall go to the river for a picnic
10 He was too tired to walk any farther
11 Nobody can become rich without hard work
12 We ran in order to arrive in good time
13 Owing to his illness he remained at home
14 He has not been well since his return from Bombay
15 He is too idle to do any regular work.

4. Conversion of Complex Sentences to Simple Sentence

269. A *Complex Sentence* can be changed into a *Simple Sentence* by converting a Clause (Noun, Adjective or Adverb) into a phrase or word.

1. Noun Clause

Complex. He admitted *that he had done wrong.*
Simple. He admitted *his fault.*

Complex. He pleaded *that he was not guilty.*
Simple. He pleaded *not guilty.*

Complex. *That you should be present* is essential.
Simple. *Your presence* is essential.

Complex. No one knows *when he died.*
Simple. No one knows *the day of his death.*

Complex. Tell me *where your brother lives.*
Simple. Tell me *the address of your brother.*

Complex. *What he spoke on that occasion* was unworthy of him.
Simple. *His speech on that occasion* was unworthy of him.

2. Adjective Clause

Complex. People *who work hard* prosper in the world.
Simple. *Hard-working* people prosper in the world.

Complex. He is a man *who possesses great courage.*
Simple. He is very *courageous* man.

Complex. We saw the place *where Shakespeare was born.*
Simple. We saw the *birthplace of Shakespeare.*

Complex. The man *who wrote this book* was a poor man.
Simple. *The author of this book* was a poor man.

Complex. Delhi, *which is the capital of India*, is situated on Jamuna.
Simple. Delhi, *the capital of India*, is situated on the Jamuna.

Complex. This is the place *where the rebels meet.*
Simple. This is the rebels' *meeting-place.*

Complex. Time *which is once lost* is lost for ever.
Simple. Time *once lost* is lost for ever.

3. Adverb Clause

Complex. He was pleased *that he had won a prize.*
Simple. He was pleased *at having won a prize.*

Complex. He is so exhausted *that he cannot walk.*
Simple. He is *too* exhausted *to walk.*

Complex. I was wonder-struck *when I heard her saying this.*
Simple. I was wonder-struck *to hear her saying this.*

Complex	We eat *that we may live*
Simple	We eat *to live*
Complex	*When he had finished his work*, he went out to play
Simple	*Having finished his work*, he went out to play
Complex	*Because she was ill* she stayed at home
Simple	*Owing to her illness* she stayed at home

Exercise 158 *Change the following Complex Sentences containing Noun Clauses into Simple Sentences* —

1 Can you tell me what time it is ?
2 Whoever wrote the book is a man of genius
3 He confessed that he was guilty
4 That the patient will die is certain
5 I believe that he is innocent.
6 She will no doubt write when she will arrive
7 I could not make out what those lines of poetry meant.
8 The law will punish whoever is guilty.
9 They guessed what she meant.
10 Can you explain why she behaved so ?
11 No one can tell how this story will end
12 That you did such a thing surprises me

Exercise 159 *Change the following Complex Sentences containing Adjective Clauses into Simple Sentences* —

1 The purse that was lost has been found
2 I have no money with which I can help you
3 This is the place where Buddha was born
4 Mohan who was the pride of his family is dead
5 A man who is humble need fear no fall
6 A boy who is diligent and industrious must succeed
7 The man who wrote this book was a philosopher
8 A stone that goes on rolling gathers no moss
9 I have no money that I can spare for you
10 The time when the train will depart is not given
11 You can have anything which you like
12 Do you know the road which leads to the station ?
13 He never does anything that is silly

Exercise 160 *Change the following Complex Sentences containing Adverb Clauses into Simple Sentences* —

1 He was so weak that he could not stand
2 Wherever you may go I shall follow you

3. He will not pay unless he is compelled.
4. He ran that he might catch the train.
5. He is so stupid that he cannot pass any examination.
6. If weather permits, we shall go for a picnic on Sunday.
7. He has not been well since he returned from Calcutta.
8. Though he is poor, yet he is contented.
9. He ran as fast as he could.
10. I have come that I may help you.
11. As soon as the thief saw the policeman he ran away.
12. When he entered the room he heard a loud noise.
13. I am glad that she has recovered from her illness.
14. I appointed him because you recommended him.
15. As he was not there, I left a message for him.

5. Conversion of Compound Sentences to Complex Sentences

270. It is possible to change a *Compound Sentence* into a *Complex Sentence* by turning one of the *Co-ordinate Clauses* into a *Subordinate Clause.*

Compound.	Spare the rod and spoil the child.
Complex.	*If you spare the rod*, you spoil the child.
Compound.	Work hard or you will fail.
Complex.	*Unless you work hard*, you will fail.
Compound.	He did not work hard ; therefore he failed.
Complex.	He failed *because he did not work hard.*
Compound.	He is poor, but honest.
Complex.	*Although he is poor*, he is honest.
Compound.	He wishes to become rich ; therefore he works hard.
Complex.	He works hard *that he may become rich.*
Compound.	Keep quiet or you will be fined.
Complex.	*Unless you keep quiet*, you will be fined.
Compound.	He heard the news, and set off at once.
Complex.	*When he hearrd the news* he set off at once.

Exercisee 161. *Convert the following Compound Sentences into Complex Sentences* :—

1. Take care of the pence and the pounds will take care of themselves.
2. He wishes to win the first prize ; therefore he works hard.
3. I was very tired ; therefore I went to bed immediately.
4. Conquer thy desires, or they will conquer thee.
5. He may work hard but he will not pass.
6. Take exercise daily, or your health will be ruined.
7. Help yourself and God will help you.

8 Yield, or I shoot.
9 Caesar was ambitious, and therefore I slew him
10 The captain saw the danger but pressed on
11 He is the leader of our country, and therefore we honour him
12 Do this, or you will be dismissed
13 He is rich but discontented
14 He wishes to rise high in life, therefore he works day and night.
15 He saw a bear coming towards him and lay on the ground
16 Walk quickly, else you will not catch the train
17 She must weep or she will die
18 Take this medicine regularly and you will soon get better

6 Conversion of Complex Sentences to Compound Sentences

271 We can convert a *Complex Sentence* into a *Compound Sentence* by changing the *Subordinate Clause* into a *Co-ordinate Clause*

Complex	I am certain that he has made a mistake
Compound	*He has made a mistake*, and of this I am certain
Complex	I have found the pen that I had lost.
Compound	*I had lost a pen*, but I have found it.
Complex	If you do not work hard you will not pass
Compound	*You must work hard* or you will not pass
Complex	Unless you study regularly, you will make no progress
Compound	*Study regularly* or you will make no progress
Complex	He works hard that he may become rich
Compound	*He aims at becoming rich* and works hard.
Complex	As soon as he saw the lion, he ran away
Compound	*He saw the lion*, and at once he ran away

Exercise 162 *Convert the following Complex Sentences into Compound Sentences —*

1 I am glad that he has passed the examination
2 Conquer thy desires, that they may not conquer thee
3 I have found the watch that I had lost.
4 As soon as he received the news he left the place
5 He worked hard so that he might stand first in the examination
6 He is more a preacher than a poet.
7 If you do not work hard, you will lose your position in the class
8 Although the captain saw the danger he pressed on
9 I will not let you go unless you promise to help me
10 As soon as the cat appeared the mice ran into their holes
11 If you trust in God you will come to no harm

12. If you do not apologize, you will be dismissed.
13. He failed because he did not work hard.
14. Unless you consult the dictionary, you will not know the exact meaning of this word.
15. As soon as he saw the tiger coming towards him, he took to his heels.

7. Interchange of Principal and Subordinate Clauses

272. Study the following examples :—

1. No sooner did the sun rise than the fog disappeared.
   The fog disappeared as soon as the sun rose.
2. Unless you confess your guilt, you will be punished.
   Confess your guilt that you may not be punished.
3. He is not such a wise man as he was reputed to be.
   He was reputed to be a wiser man than he is.
4. My coat was not returned until it had been washed.
   My coat had been washed before it was returned.

Exercise 163. *Interchange the Principal and Subordinate Clauses in the following sentences :—*

1. No sooner did the bell ring than the boys ran into their classes.
2. It never rains but it pours.
3. Mohan did not borrow anything that he meant to return.
4. Unless you amend your ways, you will get into trouble.
5. The fort was not surrendered until it had been burnt.
6. As soon as he saw the policeman he ran away.
7. He never saw a mausoleum but it reminded him of the Taj.

Exercise 164. *Rewrite as directed in brackets :—*

1. He is so foolish that he will not act. (*Rewrite, using* 'too'.)
2. She was writing a letter. (*Rewrite, starting with* 'A letter'.)
3. Nothing can be gained without effort. (*Rewrite, starting with* 'Can'.
4. He is taller than I. (*Rrewrite, starting with* 'I'.)
5. He got ready and went to the conference room. (*Rewrite, startin with* 'Getting'.)
6. Please shut the door. (*Change the voice.*)
7. The school is too far for us to walk. (*Use the Phrase* 'so...that'.)
8. No other boy in the class is as tall as Mohan. (*Use the superlativ degree of* 'tall'.)

9 He comes home late every night His father does not like it (*Combine into a Simple Sentence*)

10 Please shut the door (*Turn into the negative*)

11 I opened the window in the morning (*Turn into a negative question*)

12 She was a girl of five years old (*Insert* 'little' *and* 'pretty' *at the proper places in the sentence*)

13 He ran the fastest of all (*Use the comparative* 'faster', *without changing the sense*)

14 They have seen the sea. (*Insert* 'never yet' *at the proper place*)

15 He will be angry if you don't see him (*Use* 'unless' *for* 'if')

16 Bolt the door or the dog will come in (*Begin the sentence with* 'if')

17 The hunter shot a tiger (*Write the question beginning with* 'What' *to which the sentence above is the answer*)

18 Have you ever been there ? (*Give the answer to the question in the negative*)

19 It was a very heavy table He couldn't move it. (*Rewrite as one sentence using* 'such that')

20 The man cut your hair The man did it very badly (*Rewrite as one Complex Sentence*)

21 The policeman saw the thief The policeman ran after the thief (*Rewrite as one Complex Sentence beginning with* 'No sooner')

22 He offered me a job in his office but I did not accept it. (*Use the verb* 'offer' *as a noun*)

23 He dismissed his old ministers and advisers This was a foolish act. (*Combine these sentences into one bginning with* 'It was foolish ')

24 Truth causes hurt when one is dishonest. (*Use the noun* 'hurt *as a verb*)

25 Health is better than wealth (*Rewrite, using* 'preferable')

26 He thought he had made a mistake in the change and handed me fifty paise more (*Rewrite beginning with* 'Thinking ')

27 The shell that fell near the house did a great deal of damage (*Rewrite without the Relative Pronoun*)

28 Only a fool would believe your story (*Begin with* 'None')

29. The news is so good that it cannot be true. (*Rewrite using* 'too'.)
30. But for your advice I would have been ruined. (*Begin with* 'If'.)

Exercise 165. *Rewrite the following sentences as directed, without changing their meaning* :—

1. When will you learn manners ? (Make it assertive by using 'never'.)
2. I can buy a car if I get a job. (Begin with 'Unless'.)
3. Japan is the most prosperous country in Asia. (Use 'more prosperous'.)
4. He entered the room. His father started scolding him. (Begin with : 'He had hardly......')
5. I caught a bus and went to Connaught Place. (Use 'having'.)
6. We should respect our teachers. (Use the adjectival form of 'respect'.)
7. I will go to see a film if you allow me. (Begin with 'Unless'.)
8. Though he is intelligent he is not fit for the job. (Begin with : 'In spite of'.)
9. The boy stood up when he saw the headmaster. (Use 'seeing'.)
10. Telephone wires have been cut. (Change the voice.)
11. The shepherd looks after his flock carefully. (Begin with : 'The shepherd takes......')
12. Though he came late to school he was not punished. (Begin with : 'In spite of.....')
13. One more step and you shall fall. (Begin with : 'If you.......'.)
14. Only he can give the answer. (Use 'none' in place of 'only'.)
15. Mango is sweeter than other fruits. (Begin with : 'No other.......')
16. Time is so precious that it cannot be wasted. (Rrewrite, using 'too'.)
17. Nowhere else shall we get a leader of this type. (Rewrite, using 'where'.)
18. The sun was too hot for us to sit outside. (Rewrite, using 'so...that.)
19. You helped him, still he did not pass. (Rewrite using 'in spite of'.)
20. You are not foolish ; you don't believe it. (Rewrite, using 'so...that'.)
21. Don't go till you have finished your work. (Rewrite, beginning : 'Go.......'.)
22. All our suggestions have been turned down. (Change the voice.)
23. As soon as he had seated himself he called for his breakfast. (Use 'no sooner' for 'as soon as'.)

24 We have helped them with money as well as food (Use the expression 'not only but also')

25 There was hardly a young prince who did not desire to win her for his wife (Rewrite after removing the negatives.)

26 It is most probable that he will pass this year (Rewrite using 'probability')

27 Rama's handwriting is not so beautiful as Anil's (Rewrite, using 'more beautiful')

28 I saw nobody in the library (Rewrite, using 'anybody')

29 I was surprised when I heard it. (Rewrite using to hear')

30 It looks like rain (Rewrite, using 'as if')

31 I replied in a few words (Rewrite as a negative sentence)

32 "You ll get crushed ! Get away !" (Rewrite as one sentence using 'if')

33 I do not watch TV serials always (Use 'Sometimes')

34 Do not disturb the class (Change the voice)

35 Shall I ever forget those happy days ? (Change it into an Assertive Sentence)

CHAPTER XL

THE SEQUENCE OF TENSES

273 The principle in accordance with which the Tense of the Verb in the Subordinate Clause *follows* the Tense of the Verb in the Principal Clause is known as the Sequence of Tenses

274 There are two main rules governing the Sequence of Tenses

Rule 1 If there is a *Past Tense* in the Principal Clause, it must be followed by a *Past Tense* in the Subordinate Clause

Examples —

Principal Clause	*Subordinate Clause*
I *knew*	that he *wanted* to go home
He *succeeded*	because he *worked* hard
He *was* contented	although he *was* poor
He never *understood*	how this *came* about.
She *was telling* us	that she *knew* the secret of his birth
The children *were crying*	because they *were* hungry
The train *had left*	before I *reached* the station
The patient *had died*	before the doctor *came*
I *would* do this	if I *were* allowed

Rule 2. A *Present* or *Future Tense* in the Principal Clause may be followed by *any tense* required by the sense in the Subordinate Clause. Examples :—

	Principal Clause	*Subordinate Clause*
PRESENT	I *think*	that the picture *is* beautiful.
	You *know*	that the story *was* not true.
	He *thinks*	that he *will* pass.
	They *say*	that the thief *was* caught.
	They *are saying*	that they *will win* the match.
	They *have told* us	that the film *was* not good.
FUTURE	He *will think*	that she *works* hard.
	He *will think*	that she *worked* hard.
	He *will think*	that she *will work* hard.

Special Rules

275. Besides these two main rules, there are *three* special rules :—

Rule 3. (*Exception to Rule* 1). A *Past Tense* in the Principal Clause *may* be followed by a *Present Tense* in the Subordinate Clause when the Subordinate Clause expresses some *habitual* or *universal* fact.

The teacher *taught* us that the earth *is* round.
The King *said* that all men *are* mortal.
He *learnt* from his experience that pride *has* a fall.
Galileo *proved* that the earth *moves* round the sun.

Rule 4. When the Subordinate Clause is introduced by some Conjunction of Comparison, *e.g. than*, Rule 1 does not apply at all. *Any tense can be followed by any tense.*

Principal Clause	*Subordinate* Clause
She *likes* you better	than she *liked* me.
She *liked* you better	than she *likes* me.
She *will like* you better	than she *has liked* me.
She *has liked* you better	than she *liked* me.
she *liked* you better	than she *is liking* me.
She *will like* you better	than she *was liking* me.

NOTE.— If the comparison is expressed by *as well as* instead of *than*, the same rule holds good. *Any tense may be followed by any tense*, according to the sense intended by the speaker.

She *likes* me as well as she *liked* him.

She *liked* me as well as she *likes* him

She *will like* me as well as she *liked* him

Exercise 166 *Fill in the blanks with the correct tense of the Verb* —

1 He thinks that we———guilty
2 He will think that we———guilty
3 He will say that Satish———a lie
4 They have told us that the story———not true
5 He told us that honesty———the best policy
6 He learnt from his experience that man———mortal
7 She loves me better than she———her own brother
8 He helped her more than he———his own children
9 She treated you better than she———me
10 We worked harder last year than we———at present
11 The teacher taught us that the earth———round
12 She will tell you that she———innocent.
13 They are saying that the picture———beautiful
14 I have told you that the story———not true
15 She said that God———love
16 I shall forgive you if you———me the truth
17 You will think that I———lazy
18 The teacher says that Sita———in the examination
19 He loved you better than he———me
20 She replied that she———no money with her

Rule 5 (*Conjunctions of Purpose*) When the Subordinate Clause is introduced by a *Conjunction of Purpose*, the following two rules must be observed —

(1) If the Verb in the Principal Clause is in the *Present* or *Future Tense*, the Verb in the Subordinate Clause must be expressed by *may* (*Present Tense*)

PRESENT
- He *works* hard that he *may* succeed
- He *is working* hard that he *may* succeed
- He *has worked* hard that he *may* succeed.
- He *has been* working hard that he *may* succeed

FUTURE
- He *will work* hard that he *may* succeed
- He *will be working* hard that he *may* succeed
- He *will have worked* hard that he *may* succeed
- He *will have been working* hard that he *may* succeed

(2) If the Verb in the Principal Clause is in the *Past Tense* the Verb in the Subordinate Clause must be expressed by *might* (*Past Tense*)

He *worked* hard that he *might* succeed

He *was working* hard that he *might* succeed.
He *had worked* hard that he *might* succeed.
He *had been working* hard that he *might* succeed.

NOTE.— If the Conjunction introducing the Subordinate Clause is *lest*, the Verb in the Subordinate Clause is always *should*, whatever may by the tense of the Verb in the Principal Clause.

She *works* { lest she *should fail.* / or *that* she *may not* fail.
She *will work* { lest she *should fail.* / or *that* she *may not fail.*
She *worked* { lest she *should fail.* / or *that* she *might* not fail.

Exercise 167. *Fill in the blanks with the correct tense of the Verb :—*

1. We thought that she———fail. (Will or would)
2. She ran so fast that I———not overtake her. (Can or could)
3. He loved that girl more than he———Miss Darling. (To love)
4. I thought I———you yesterday. (To see)
5. He helped that orphan more than he———his own children. (To help)
6. He respected his teacher more than he———his own parents. (To respect)
7. He said that he———write to you on Monday. (Will or would)
8. He is working hard that he———succeed. (May or might)
9. I was informed that he———much better. (To be)
10. He worked hard that he———win the first prize in English. (May or might)
11. When I saw her, I———to her. (To speak)
12. He worked hard that he———become rich. (May or might)
13. She ran lest she———miss the train. (Shall or should)
14. I shall nurse her that she———recover. (May or might)
15. We eat that we———live. (May or might)
16. I left this place as soon as I———the news. (To hear)
17. They fought that they———win. (May or might)
18. There was a rumour that he———in the fire. (To perish)
19. He came upon me as suddenly as if he———from the sky. (To drop)
20. The more he earned the more he———to earn. (To want)

Exercise 168. *Correct the following sentences :—*

1. She did not tell me what her plans are.
2. The master taught the boys that honesty was the best policy.

3 Ali said that oil was lighter than water
4 A philosopher said that ignorance was a bliss
5 The doctor said that she will soon get better
6 I warned her lest she may go there
7 The teacher taught us that the earth moved round the sun
8 He taught us that God alone was great.

Exercise 169 *Select the correct form of the verb shown in brackets in each sentence and note it in the space opposite —*

1	He said that he {*a* will / *b* would} go to Delhi	( )
2	He worked hard so that he {*a* may / *b* might} pass with credit	( )
3	I kept your pen that you {*a* might / *b* should} not lose it.	( )
4	He worked hard lest he {*a* might / *b* should} fail	( )
5	I felt that I {*a* shall / *b* should} resign my post.	( )
6	Walk carefully lest you {*a* should / *b* might} fall	( )
7	He said that honesty {*a* is / *b* was} the best policy	( )
8	I never knew that I {*a* will / *b* would} fail in the examination	( )
9	The doctor said that she {*a* will / *b* would} soon recover	( )
10	He warned me lest I {*a* should / *b* might} make a mistake	( )

CHAPTER XLI

DIRECT AND INDIRECT SPEECH

276 Study the following sentences —
1 Ashok said, "I am working hard for the examination
2 Ashok said that he was working hard for the examination

In the first sentence, the *actual words* of the speaker are quoted This is called **Direct Speech**

In the second sentence, we give the *substance* of what the speaker said without quoting his exact words

This is called **Indirect (Reported) Speech**

Rules for Changing Direct Speech into Indirect

277. When changing the Direct Speech into Indirect, certain grammatical changes have to be made. The following rules will make the whole thing clear :—

Rule 1. If the Reporting Verb is a *Past Tense*, the tense of the Verb in the Reported Speech must be changed to the *Past Tense*. To work out this rule in detail, the following special rules must be observed :—

(1) *The Present Tense (in the Reported Speech) must be changed to corresponding past form.* In other words, we should change :—

shall into *should*	*come*	into *came*
will into *would*	*is coming*	into *was coming*
may into *might*	*has come*	into *had come*
can into *could*	*has been coming*	into *had been coming*

	Reporting Verb	*Reported Speech*
Direct.	He said, "Rama *shall* come."	..*Present.*
Indirect.	He said that Rama *should come.*	..*Past.*
Direct.	He said, "Rama *will* come."	..*Present.*
Indirect.	He said that Rama *would* come.	...*Past.*
Direct.	He said, "Rama *may* come."	..*Present.*
Indirect.	He said that Rama *might* come.	...*Past.*
Direct.	He said, "Rama *can* come."	...*Present.*
Indirect.	He said that Rama *could* come.	...*Past.*
Direct.	He said, "Rama *comes.*"	...*Simple Present*
Indirect.	He said, that Rama *came.*	...*Simple Past*
Direct.	He said, "Rama *is coming.*"	...*Present Contin.*
Indirect	He said that Rama *was coming* .	...*Past contin.*
Direct	He said, "Rama *has come.*"	..*Pres. Perfect.*
Indirect.	He said that Rama *had come.*	..*Past Perfect.*
Direct.	He said, "Rama *has been coming.*"	..*Pres. Per.* Con.
Indirect.	He said that Rama *had been coming.*	..*Past. Per. Con.*

(2) *The Simple Past Tense (in the Reported Speech) is often, but not always, changed to the Past Perfect* ; as,

Direct. Ali said, "I *drank* water after the meal."
Indirect. Ali said that he *drank* water after the meal. (*Past*)
Direct. He said, "Rain *fell* last night."
Indirect He said that rain *had fallen* the previous night. (*Past Perfect*)

(3) *The Past Continuous Tense (in the Reported Speech) must be changed to the Past Perfect Continuous*, as,

Direct He said, "Sita *was dancing*"
Indirect He said that Sita *had been dancing*

Direct He said, "Bali *was playing* hockey"
Indirect He said that Bali *had been playing* hockey

NOTE —Exception to Rule 1 If the Reported Speech relates to some *universal* or *habitual* fact, the Simple Present Tense in the Reported Speech remains unchanged, as,

Direct He said, "Man *is* mortal"
Indirect He said that man *is* mortal

Direct He proved "The earth *is* round"
Indirect He proved that the earth *is* round.

Direct Sita said, "Virtue *is* its own reward"
Indirect Sita said that virtue *is* its own reward.

Rule 2 If the Reporting Verb is a *Present* or *Future Tense*, the tense of the Verb in the Reported Speech *is not changed* at all.

Direct The servant *says* "Tea *is* ready"
Indirect The servant *says* that tea is ready

Direct The teacher *will say*, "The boy *was* dull"
Indirect The teacher *will say* that the boy *was* dull

Rule 3 (*Change in Pronouns and Possessive Adjectives*) *Pronouns* and *Possessive Adjectives*, of the First and Second Persons in Direct Speech, are changed into the Third Person in Indirect Speech

I, You (singular), *my your* become *he, she*, *his, her*
We you (plural) *our your* become *they, their*

Direct Rama said, "*I* am ill"
Indirect Rama said that *he* was ill

Direct He said, "*My* pen is lost."
Indirect He said that *his* pen was lost.

Direct Ali said to the beggar, "*I* know *you*"
Indirect Ali told the beggar that *he* knew him

Direct Rama said to the girl, "*I* know *you* and *your* aunt"
Indirect Rama told the girl that *he* knew *her* and *her* aunt.

Direct I said to the boys "*You* should do *your* duty"
Indirect I told the boys, that *they* should do *their* du

NOTE 1.— If the person addressed reports the speech, the *Second* Person is changed to *First*.

Direct. He said to me, "*You* are stupid."
Indirect. He told me that *I* was stupid.

NOTE 2.— Sometime the Pronoun *he* in Indirect Speech stands for several different persons. In such cases we should either insert in brackets the names of the persons referred to, after the Pronouns, or use Nouns instead of Pronouns, where possible.

Direct. He said, "*I* approve of *your* partnership with him."
Indirect. He said that *he* approved of *his* partnership with him.
[*Or*] He said that he approved of his (Mohan's) partnership with him (Sohan).

Rule 4. In the Reported Speech, the words expressing *nearness* are changed into words expressing *distance*.

Thus—

Now	becomes	*then*	*Come*	becomes	go
This	"	*that*	*Today*	"	*that day*
These	"	*those*	*Tomorrow*	"	*the next day*
Hither	"	*thither*	*Yesterday*	"	*the previous day*
Here	"	*there*	*Last night*	"	*the previous night*
Hence	"	*thence*	*Ago*	"	*before*
Thus	"	*so*			

Direct. The teacher said, "I am busy *now*."
Indirect. The teacher said that he was busy *then*.

Direct. He said, "It may rain *tomorrrow*."
Indirect. He said that it might rain *the next day*.

Direct. He said, "*Last night* I met a fool."
Indirect. He said that he had met a fool *the previous night*.

Direct. He said, "I met *this* man two days *ago*."
Indirect. He said that he had met *that* man two days *before*.

NOTE.—Bear in mind that if *this, here, now, etc*., refer to things present before the person during the delivery of the speech, no change is required in the Reported Speech.

Direct. Afzal said, "*This* is the pen I like."
Indirect. Afzal said that *this* (the pen in this hand) was the pen he liked.
Direct. The leader said, "I will fight *now* or never."
Indirect. The leader said that he would fight now or never.
Direct. Bali said, "*Here* is the stick we have been looking for."
Indirect. Bali said (pointing to the stick in hand) that *here* was the stick they had been looking for.

I Statements

278 *Statements* in the Indirect Speech are generally introduced by the Conjunction *that*

Direct You said to me, "I do not think I can oblige you again in this way "
Indirect You *told* me that *you did* not think you *could oblige* me again in *that* way

Direct He said, "The rain that fell last night prevented me from coming to this place "
Indirect He said that the rain that *had fallen the previous night had prevented him* from *going to that* place

Direct He said to me, "I have never seen such a lazy boy as you are "
Indirect He told me that *he had* never seen such a lazy boy as *I was*

Direct The teacher said to the girl, "I know you and your mother "
Indirect The teacher *told* the girl that *he knew her* and *her* mother

Direct I said to her, "All your faults will be pardoned if you confess them "
Indirect I *told her* that all her faults *would* be pardoned if she *confessed* them

Direct The teacher said to the boys," I shall prove now that the earth moves round the sun "
Indirect The teacher *told* the boys that *he would* prove *then* that the earth *moves* round the sun

Direct He said to me, "You have made a great mistake in your statement."
Indirect He *told* me that I *had* made a great mistake in *my* statement.

279 Study carefully the following examples —

Indirect He told me that he could easily beat me in the long jump
Direct He said to me "I can easily beat you in the long jump "

Indirect The teacher told us that we were dull and lazy
Direct The teacher said to us, "You are dull and lazy "

Indirect Bali admitted that he had acted foolishly in what he did.
Direct "I have acted foolishly," said Bali, "in what I did."

Exercise 170 *Turn the following into Indirect Speech* —

1 The teacher said to the boys, " If you work regularly you will never fail in the examination "
2 The preacher said, "You should love your neighbour as yourself, for God is love "
3 The policeman said to the thief, "I have caught you now red-handed and cannot allow you to go unless you confess all your previous crimes "
4 The boy said "I have not been able to finish my work this evening "

5. The painter said, "This is the most beautiful picture I have painted, but to appreciate it truly you should look into its soul."
6. He said to me, "You are a worthless boy and never learn your lessons ; therefore you deserve to the punished."
7. He said to me, "The rain has been falling since daybreak, and you cannot go until it stops."
8. He said to me, "Your letter reached me too late to prevent my starting in time."
9. I said, "I shall finish my work as quickly as I can."
10. The captain said about you, "He is one of our best players."
11. I said to him, "I do not think you are working hard." He replied, "You are quite mistaken, I am working very hard."
12. The Headmaster said to the boys, "You may not to do your work well now and waste your time in doing useless things but you will repent later."
13. He said to us, "I advise you all to do your work regularly, to act honestly, to respect your elders, and to help your poor fellow-beings."
14. One day, he sent for Bali and said to him, "You are now a grown-up boy ; I shall be glad if you go out into the world and earn your living."
15. He said to me ,"You have made a serious mistake in your statement."

Exercise 171. *Turn the following into Direct Speech* :—

1. He told the peon that he was responsible for the theft for he had failed to do his duty.
2. I said to him that I had much pleasure in granting his request.
3. I told him that if he did not take the medicine regularly he would not get well.
4. The teacher told me that I was wrong and would be fined.
5. I replied that if my fault was proved I would gladly pay the fine.
6. They said to me that I had deserved their thanks for all I had done for them.
7. He told them that he had been robbed of the fountain-pen which he had bought three days before.
8. The man confessed that he was guilty and deserved the punishment.
9. The mistress said that it would be a pity if Mary did not know her lesson on the following day.
10. Afzal said that he wanted to know why he and his friend had been brought there.

II. Questions

280. In reporting a Question in the Indirect Speech :—

(1) The introductory Verb is changed to **asked, inquired, demanded,** etc.

(2) Whether or if is used after such introductory Verbs whenever the direct question admits of one of two answers (Yes or No)

(3) The Note of Interrogation which is placed after Questions in the Direct Form is not placed after questions in the Indirect Form

Direct He said to me, "Do you know the way ?"
Indirect He *inquired* of me *if* I knew the way

Direct The teacher said to me, "What are you doing ?"
Indirect The teacher *asked* me what I was doing

Direct Bali said to me, "When will you return ?"
Indirect Bali *asked* me when I would return

Direct He said to me, "Why did you write to me such an insulting letter ?'
Indirect He *demanded* of me why I had written such an insulting letter to him

Direct He said to us, "Will you listen to such a fool ?"
Indirect He *asked* us *whether* we would listen to such a fool

281 Study the following examples —

Indirect He inquired of us whether we were going away that day
Direct He said to us, "*Are you going* today ?"

Indirect He asked me whether I played football
Direct He said to me, "*Do you play* football ?"

Indirect He demanded of me why I had insulted his brother
Direct He *said* to me, "*Why* did you *insult* my brother ?"

Exercise 172 *Turn the following into Indirect Speech* —

1 "When will the train arrive ? " the passenger said to the porter
2 He said to me, "Can you meet me tomorrow at the railway station?"
3 The policeman said to the beggar, "Do you know the shortest way to the inn ?"
4 "Do you suppose you know better than your new teacher ?" jeered the angry Headmaster
5 The teacher said to the boy, "Why were you absent yesterday ?"
6 Mohan said to me, "Why do you look so sad and gloomy today ? Is there anything troubling you ? Can I do anything for you ?"
7 He said to Aftab, "What do you mean by abusing me in this way ?"
8 She shouted to us, "Is there no man here who can save me from the tyranny of this cruel man who has done so much injustice to me ?"
9 "What does it matter if I do not win the first prize in English ?" said Bimala.
10 "Have you ever seen a balloon rising in the sky ?" asked the teacher
11 I said to the porter, "When does the next train come in ?"
12 The teacher said to boys, "Have you been reading today or not ?"

13. My brother said to me, "Why have you made such a mess here in my book ?"
14. I said to her, "Do you think that is a proper answer to give ?"
15. The teacher asked me, "Are you going to join the medical or the engineering course ? "

Exercise 173. *Turn the following into Direct Speech :—*

1. He asked me what I should do when I left school.
2. The teacher asked me how old I was.
3. He asked if I could lend him a pen-knife.
4. He asked them whether they would follow him.
5. The policeman inquired of the beggar where he was going.
6. The teacher asked the boy from whom he had received that letter.
7. The king asked his ministers what they would do if they were all of a sudden attacked by a stronger enemy.
8. The boy asked the teacher what his fault was that he had punished him so severely in the presence of the whole class.
9. I asked him how he dared to disobey my order and whether he did not deserve to be punished.
10. The beggar asked the king why he was so proud of his wealth and position when he knew that wealth and fame do not last for ever in this world.

III. Commands and Requests

282. In reporting a *Command* or *Request* in the Indirect Speech :—

(1) The introductory Verb is changed into **request, beg, implore, entreat, order. command, advise, threaten,** etc.

(2) The Verb in the Reported Speech is put in the **Infinitive.**

Direct. He said to me, "Give me your pencil."
Indirect. He *asked* me *to give* him my pencil.

Direct. He said to the students, "Do not make a noise."
Indirect. He *forbade* the students *to make* a noise.

Direct. I said to the teacher, "Please explain this question to me."
Indirect. I requested the teacher *to explain* that question to me.

Direct. He said to the servant, "Leave my house at once."
Indirect. He *ordered* his servant *to leave* his house at once.

Direct. The teacher said to the students, "Work hard and be regular in your studies."
Indirect. The teacher *advised* the students *to work* hard and be regular in their studies.

Direct The beggar said to the gentleman, "Help me to get some suitable employment."
Indirect The beggar *entreated* the gentleman *to help* him to get some suitable employment.

Direct The rebel said to the King, "Pardon my fault, Sir"
Indirect The rebel *begged* the King *to pardon* his fault

Direct "Shoot the prisoner," said the tyrant.
Indirect The tyrant *commanded* them *to shoot* the prisoner

283 When "let" in the Direct Speech expresses a *proposal* or *suggestion*, we may use *should* and change the Reporting Verb into *propose* or *suggest*

Direct She said to us, "Let us have some music"
Indirect She *proposed* (or *suggested*) to us that we *should* have some music

But when "let" does not express a proposal it should be changed into *might* or *might be allowed*, or into some other Verb according to the sense

Direct He said, "Let me have some tea."
Indirect He *wished* that he *might* have some tea

Direct Ali said to his friends, "Let me do my work, please"
Indirect Ali *requested* his friends that he *might be allowed* to do his work.

284 Study the following examples —

Indirect The captain commanded his men to stand at ease
Direct The captain said to his men, "Stand at ease"

Indirect He proposed to us that we should return home
Direct He said to us, "Let us return home"

Indirect He ordered his servant to do as he was told
Direct He said to his servant, "Do as you are told"

Indirect He requested him to wait there till he returned
Direct He said to him, "Please wait here till I return"

Exercise 174 *Turn the following into Indirect Speech* —

1 "Keep quiet, boys Do not make a noise," said the teacher
2 He said to his friend, "Please tell me what time it is"
3 The teacher said to the students, "Do as I tell you Do not waste your time in learning useless things"
4 "Honour your father and mother, and do what they say," said he to his disciples
5 He said, "Let us go out for a walk to-day"
6 The captain said to the soldiers, "Do not fire until I give you the signal"

7. "Hurry up," he said to me, "do not waste time."
8. "Come quickly," he shouted, "and help me."
9. The teacher said to the students, "Do not read such novels."
10. I said to him, "Wait here till I come back."
11. The general said to his men, "March forward and face the foe bravely."
12. The teacher said to the boys, "Understand clearly that late-comers will not be allowed to take examination."
13. The teacher said, "Pay attention to your lesson and do not talk."
14. The captain said to his men," Don't allow the enemy to get across."
15. The magistrate said to the accused, "Do tell me the truth or I will send you to jail."
16. He thundered, "Let those who threaten me know that I shall not yield."

Exercise 175. *Turn the following into Direct Speech* :—

1. The teacher ordered the boys to leave the class at once.
2. The captain commanded his soldiers to attack the enemy.
3. The preacher advised us to serve suffering humanity if we wanted to enter the kingdom of Heaven.
4. I requested him not to walk so fast.
5. The doctor advised the students to take exercise regularly and to sleep with the windows open.
6. The King commanded them to bring the prisoner before him.
7. He urged them to listen to his words and act upon them.
8. The teacher advised the boys to work steadily.
9. The policeman ordered the man to open the bag which he was carrying and to show him what it contained.
10. He begged the king to forgive him.

IV. Exclamations and Wishes

285. In reporting a *Wish* or an *Exclamation* in the Indirect Speech :—

(1) The introductory Verb is changed into **wish, bless, pray, cry, exclaim, declare,** etc. with such phrases as *with regret, with delight* or *joy, with sorrow,* where necessary.

(2) The Interjections and Exclamations such as *oh, well, hurrah, alas, brave, curse it,* are omitted and their sense is expressed by means of phrases.

Direct. "What a terrible storm it is !" he said.
Indirect. He *exclaimed* that it was a terrible storm.

Direct. She said, "Alas ! how foolish I have been !"
Indirect. She *confessed with regret* that she had been very foolish.

Direct He said, ' Good bye friends "
Indirect He *bade good bye* to his friends

Direct She said "O, for a glass of cold water !"
Indirect She *cried out* for a glass of cold water

Direct He said, "God save the King !"
Indirect He *prayed* that God might save the King

Direct He said, "How I wish they would come !"
Indirect He *exclaimed* that he wished they would come

Direct They said "Hurrah ! we have won the match "
Indirect He *exclaimed with delight* that they had won the match

Direct He said, "Farewell my countrymen "
Indirect He *bade farewell* to his countrymen

Direct He said, "May God bless her with a long life and prosperity !"
Indirect He *prayed* that God might bless her with a long life and prosperity

Direct He said, "Bravo ! You have done well "
Indirect He *applauded* him saying that he had done well

286 Study the following examples —

Indirect He prayed that God might bless me
Direct He said to me "May God bless you !"

Indirect He exclaimed with sorrow that he was undone
Direct He said, "Alas ! I am undone !"

Indirect He exclaimed with delight that his friend had passed
Direct He said "Hurrah ! my friend has passed "

Indirect He confessed with regret that he perished by the people he had made
Direct He said, "Alas ! I perish by the people I made "

Exercise 176 *Turn the following into Indirect Speech* —

1 He said, "Wonderful !"
2 The visitor said to us "Farewell !"
3 She said, "Good bye, my sons and daughters !"
4 The sage said "O for lodge in the wilderness!"
5 He said, "May God forgive her !"
6 The boys said, What luck !"
7 The woman said "Alas ! I am totally ruined "
8 What a piece of work is Man !" said Hamlet
9 I said to my sister, "May God bless you !
10 The people said "Long live the King !"
11 The old man said, "Alas ! my happy youth is gone
12 Turning to his friend he said "And thou too, farewell !"

13. He said, "How unfortunate we all appear to be !"
14. The beggar took the rupee from her saying, "May God bless you with health and prosperity !"
15. "How stupid I have been !" said the boy.

Exercise 177. *Turn the following into Direct Speech* :—

1. He exclaimed with grief that he was a great fool.
2. I said to him that his sister was a very nice girl.
3. He prayed that God might protect the King.
4. He exclaimed that it was a terrible storm.
5. He exclaimed with joy that he had won a scholarship.
6. The old man confessed with regret that he had been very extravagant in his youth.
7. He prayed that God might reward that good act of hers.
8. She called upon heaven to witness her resolve never to steal again.
9. Mrs. Gupta exclaimed to her daughters that they had an excellent father.
10. She exclaimed with sorrow that fate had reduced her to the dust.

MISCELLANEOUS EXAMPLES

I. Conversion of Direct into Indirect

287. Study the following examples and note all the important changes made. All such changes are shown in italics :—

1. **Direct.** I said, "Do not speak of the past. Is there not something in every life which it is happiness to forget ? I have so much to remember in this world, so much to learn and so much to repay."

Indirect. *I advised him* not to speak of the past and *asked whether* there was not something in every life which it was happiness to forget, and *added that* I had so much to remember in this world, so much to learn and so much to repay.

2. **Direct.** The teacher said to me very angrily, "Why have you come ? Have I not told you never to see my face again ? Either leave the room at once or stand up on the bench."

Indirect. The teacher *asked* me very angrily *why I had come*, and *whether he had not told* me never to see his face again, and *he ordered me* either to leave the room at once or to stand up on the bench."

3. **Direct.** The teacher said to Govind, "Would you like to go on a trip to Kashmir ?" He said,"Yes."

Indirect. The teacher *asked Govind if he* would like to go on a trip to Kashmir, and Govind *replied that he would.*

4 **Direct** They said to the King, "Your Majesty, do not put us to death We shall never repeat in future such a crime as this You should show mercy to us"

Indirect	They *begged* the King *not to* put *them* to death *They promised they* would never repeat in future such a crime as that and *entreated* the King to show mercy to them

5 **Direct** The teacher said to me, "Why are you late ? What a troublesome boy you are ! Have you no watch or clock in your home ? Can you not find out the proper time ? Be punctual in future or you will be punished"

Indirect	The teacher asked me why *I* was late, and *exclaiming that I was a very* troublesome boy, *asked me if I had* no watch or clock in my home, and could not find out the proper time *He sternly told me to be punctual* in future, *saying that otherwise* I should be punished

6 **Direct** The teacher became angry with the student and said, "Why have you again disturbed the class in this way ? I have told you before that when I am speaking, you should be silent. Leave the room, and do not again return today"

Indirect	The teacher became angry with the student and *inquired* of *him* why *he* had again disturbed the class in that way *He reminded him* that *he* had told *him* before that *he* (the student) should be silent when *he* (the teacher) was speaking He *ordered him* therefore to *leave* the room and *forbade him to return* again *that day*

II Conversion of Indirect into Direct

7 **Indirect** He said that his mother was just then absent from home, but that I should not on that account defer my visit, as she would, without doubt, return in a few days

Direct	He said "My mother is just now absent from home but you should not, on this account, defer your visit, as she will without doubt, return in a few days"

8 **Indirect** The teacher asked the boy how he dared to remain absent without leave and whether he deserved to be punished The boy said he was sorry he had wasted his time, and he hoped the teacher would forgive him

Direct	"How do you dare to remain absent without leave ?" said the teacher to the boy "Don't you deserve to be punished ?" "I am sorry" said the boy "I have wasted my time and I hope you will forgive me"

9. **Indirect.** Mr. Smith asked his son George whether he had finished his lesson. George, hanging down his head, replied that he had not. His father inquired why he had not. George replied that it was so difficult that he was sure he would never learn it.

Direct.	"Have you finished your lesson, George ?" said Mr. Smith to his son. "No, father," replied George, hanging down his head. "Why not, my son?" "Because it is so difficult, father ; I am sure I shall never learn it."

Exercise 178. *Turn the following into Indirect Speech :—*

1. "Is Mr Modi at home ?" asked the postman. "No, he isn't," said Sulekha. "but I am his daughter. Why don't you give that letter to me ?" "It is a registered letter, so I can't," said the postman.
2. The teacher said to the boy," "I don't believe a word of what you are saying. This is not the first time you have deceived me."
3. "Do you really want work ?" said the merchant. "Yes, if you have any," said the boy. "Then follow me, and carry this box to my house," said the merchant.
4. He said, "You must not fail to come tomorrow at six. Let nothing keep you away. Do you promise" ? "Yes, I do," was my reply.
5. "Sit down on this seat at once," said the little old woman to the boy, "and do not dare to move till I give you permission."
6. He said to us, "I am sorry that I failed to see you yesterday, but I shall undoubtedly be at leisure tomorrow."
7. The hare said to the tortoise, "You poor thing ! How slowly you crawl ! I could run a kilometre while you travel a dozen metres."
8. He said to me, "You are a layman. You will not be able to understand these technical matters. Do not, therefore, argue with me."
9. The teacher said to Asha, "Did you brush your hair this morning ?" "Yes," said Asha, "I did so, but the wind blew it about as I was coming to school."
10. He said to us, "Never mind if you have failed to solve this question. Try again. I am sure you will be able to solve it."
11. She said to me, "Thank you, for all your help. I would not have got out of the difficulty if you had not been kind enough to help me."
12. My father said, "Have you finished your lesson yet, my boy ?" "No," I replied, "this lesson is very difficult. I tried my best to learn it yesterday, but failed." "Never mind," said my father , "try again. If you fail for the first time, try again, you will certainly succeed at last."

13 "How pretty you are !" said the fox to the crow "I am sure so beautiful a bird must have a beautiful voice Will you not sing me a few notes ?"

14 The merchant said to the driver of the cart, "Put these bags of cotton into your cart, and take them to the station There you will find my manager waiting for you Tell him to put the bags into the wagon "

15 Is this the purse you found ?" the Judge asked the miser "Yes, your Honour," he replied

Well, this cannot be your purse, for it is so full " the Judge said to the miser

16 "Have you any news from my family ?" asked the trader "Yes " replied the man

"Well, how is my son ? I am very anxious about him," said the trader

17 A man approached us and said, "Do you know there is going to be a big fair today ? We will return to our places tomorrow We came yesterday only to enjoy ourselves for a day "

18 "Will you come with me, young Sir ?" he said, opening the door, "I shall have the pleasure of taking you home "

19 Why are you still waiting here, boy, when I have already told you that I am so busy that I cannot see you today ? Go away now, and come again the day after tomorrow , then I will listen to what you have to say "

20 "Stop stop", cried the two cats "we do not wish the case to go any further , let the case be closed, and we will go away ' "No " said the monkey "How can you go unless you pay the judge ?"

21 So it is with your habits, Barkat," said his father They grow so slowly that we do not notice how strong they are becoming until they are too strong for us to break Take care, then that your habits are good ones which you will not wish to break and which you will only wish to grow stronger '

22 "What is your wish ? said the young man "I wish that everything I touch would turn into gold " said Midas "That is indeed a wonderful thought, said the young man "But are you sure that it will satisfy you ?

23 I said to him Can you tell us the way to the station ?" He replied "It is some miles to the nearest station A bus will soon be passing which will take you there "

24 The magistrate said Do you not come from a distance ? What are you doing so far from home ? Surely it would have been better for you to have laid your complaint at the *thana* instead of coming to me when you see I am so busy "

25. The traveller said, "Can you tell me the way to the nearest hotel ?" "Yes," said the farmer, "do you want one in which you can spend the night ?" "No," replied the traveller, "I only want a meal."
26. The principal said to me, "Why are you late ? You are a troublesome student. Have you no clock or watch in your house ? Be punctual or you'll be punished."
27. The father said angrily to his sons, "Where have you been all this time ? It is now twelve o'clock. I saw you here last at ten in the morning. How foolish you are ! You waste all your time in playing silly games. I will punish you if, in future, I find you out of home at this hour. Go at once and change for dinner."
28. A young Raja once said to his Vizier, "How is it that I often fall ill ? I take great care of myself ; I never go out in the rain ; I wear warm clothes ; I eat good food. Yet I am always catching cold."
29. The judge said to the prisoner, "You have confessed your fault and your punishment will be light. In prison, think over your past life and resolve to live a better life when you are released." "Thank you," said the prisoner, "I promise I will never rob people again."
30. He made a promise to the King's surgeon saying : "Use this knife to cause the King's death and I will give you a thousand pieces of gold; and when I ascend the throne, you shall be my Chief Minister."

Exercise 179. *Turn into Direct Speech :—*

1. I asked him whether he had ever been to Srinagar. He replied that he had not been there yet but that he hoped to go the the following year.
2. He asked him how he dared to stay there when he heard his call, and how he dared to sit down in his presence.
3. He said that he did not know whether they would appreciate his services in the direction he had rendered them.
4. He told them they might do as they liked, but they were not to blame him if they found they had done wrong.
5. The woman explained that it would not take the boy two minutes to do what she wanted and to return to her.
6. The teacher warned Ashok that he would report the matter to the Principal if he misbehaved again.
7. Rama denied having taken Krishna's book saying that he was busy with his class work. He admitted that Krishna had left the book on the table but said that he did not even touch it.
8. He asked me when I intended to leave Delhi. I told I that, as the next day would be spent in meeting old friends, I could only hope to leave by the day after at the earliest.

9 The lion asked the goat what delight he could take in skipping from one precipice to another all day and risk the breaking of his neck every moment.

10 The prisoner, addressing the judge, called upon heaven to witness that he had not committed the murder of which he was accused.

11 I asked him how he dared to disobey my orders and whether he did not deserve to be punished He said that he was prepared to apologize for his fault and hoped that I would forgive him

12 He asked when I intended to leave Bombay I told him that as that was the day of the examination I could not leave then, but hoped to do so next day

13 The master reminded the servant that he had told him before that he was not to wake him when he was asleep He ordered him, therefore, to leave his service and forbade him ever to let him see his face again

14 They all told him that they were very proud of his success They asked him what he intended to do and he replied that a friend of his had promised him to get a position in one of the big government offices

CHAPTER XLII

PUNCTUATION AND CAPITALS

288 Compare the following —

1 John says Smith is a fool

2 'John', says Smith, 'is a fool'

From these two sentences it is clear that stops may alter the sense of a sentence *Punctuation* means the right use of such stops

289 The principal stops are —

1 Full stop	( )	5 Note of Interrogation	(?)
2 Comma	(,)	6 Note of Exclamation	(!)
3 Semicolon	(;)	7 Inverted Commas	(' ')
4 Colon	( )		

1 The Full Stop

290 The **Full Stop** or **Period** represents the longest pause It is used —

(1) To mark the end of an Assertive or Imperative Sentence , as,
Honesty is the best policy
Shut the door

(2) After abbreviations and initials ; as,
M.A., M.L.A., Co., Mr. C.L. Gupta

2. The Comma

291. The Comma marks the shortest pause. It is used—

(1) To mark off words in *apposition* ; as,
Alexander, the conqueror of the world, began to weep.

(2) To mark off the *nominative of address* ; as,
O King, I am thy humble servant.
I tell you, madam, I have read it.

(3) To separate two or more parts of speech that come together ; as,
Health, wealth, and peace go together.
He lived wisely, prudently, and honestly.

NOTE.— Nowadays a Comma is generally omitted before *and*.

(4) After an *absolute construction* ; as,
The sun having set, they returned home.
Having done his work, he went to bed.

(5) Before and after a Participial Phrase, provided that the Participle might be expanded into a sentence, and is not used in a merely qualifying sense ; as,
The King, having defeated his enemies, returned to his country.

(6) To separate each pair of words of the same class or kind ; as,
Rich and poor, high and low, young and old, all must die.

(7) To separate words, phrases or clauses inserted into the body of a sentence ; as,
She did not, however, succeed in the examination.
Health is, after all, the most important thing.
Her behavior, to say the least, was extremely rude.

(8) To avoid the repetition of a Verb ; as
Shanta is a Sindhi ; Tarabai, a Bengali.
Ali received a watch ; Hari, a book.

(9) To separate a Subordinate Adverb Clause from the rest of the sentence ; as,
If you have tears, prepare to shed them now.
When you are ready, we shall start.

(10) To separate short Co-ordinate Clauses of a Compound Sentence ; as
I came, I saw, I conquered.
Men may come, and men may go, but I go on for ever.

(11) To mark off a direct quotation from the rest of the sentence, as
"Try, and try again" said the teacher
He said to us, "Wait and watch"

3 The Semicolon

292 The **Semicolon** represents a pause greater than that indicated by the *Comma* It is used—

(1) To separate the clauses of a Compound Sentence, if they contain commas, as
As Caesar loved me, I weep for him as he was fortunate, I rejoice at it, as he was valiant, I honour him

(2) To separate a series of loosely connected clauses, as,
Reading maketh a full man, speaking a ready man writing an exact man

4 The Colon

293 The **Colon** represents a pause still *longer* than that indicated by the *Semicolon* It is used—

(1) Before enumeration, as,
The three great books are the *Ramayana*, the *Mahabharata* and the *Gita*

(2) To introduce a *quotation* It is often followed by Dash (—), as
Shakespeare says — "Sweet are the uses of adversity"

5 The Note of Interrogation

294 The **Note of Interrogation** is used to mark direct questions, it should not be used in Indirect Speech

What is wrong with you ?
She said, "Who is there ?"
But—
I asked her what her name was

6 The Note of Exclamation

295 The **Note of Exclamation** is used after Interjections Exclamatory Phrases and Exclamatory Sentences, as,

Alas ! Bravo ! Ah ! Oh Hear !
What luck ! How it rains ! Well done !

7 Inverted Commas

296 **Inverted Commas** or **Quotation Marks** are used to mark the exact words of a speaker, or a quotation, as

Shakespeare says "Uneasy lies the head that wears a crown"
She said "I am guilty"

The Use of Capital Letters

297. A Capital Letter is used —

(1) To begin a sentence ; as,
Work hard. Fish(es) swim. We know the way.

(2) To begin each fresh line of poetry ; as,
Youth is full of pleasure,
Age is full of cares.

(3) To begin all Proper Nouns and Adjectives formed from them ; as, December, Saturday, Bombay, the Germans, the Chinese troops, the English language, the Turkish tobacco.

(4) For all Nouns and Pronouns which indicate God.
O God, Thou art merciful.

(5) To write the Pronoun **I** and the Interjection **O.**

Miscellaneous Examples

298. Study carefully the following examples :—

1. Spring while we are writing is here the winds blow gently the birds the flowers and the buds all proclaim the coming of Spring

Punctuated Passage : Spring, while we are writing, is here. The winds blow gently. The birds, the flowers, and buds all proclaim the coming of Spring.

2. The sun has set the moon has risen the stars have come out and night has arrived declared the Hermit

Punctuated Passage : "The sun has set, the moon has risen, the stars have come out, and night has arrived," declared the Hermit.

3. He said why do you come and disturb me what a nuisance you are why cant you play somewhere else can you not see that I want to work go away at once and do not come here again.

Punctuated Passage : He said, "Why do you come here and disturb me ? What a nuisance you are ! Why can't you play somewhere else ? Can you not see that I want to work ? Go away at once and do not come here again."

4. O friend said Ashok will you help me in this my hour of sore need yes said i very gladly and even if i have to run to the other end of the world

Punctuated Passage : "O friend," said Ashok, "Will you help me in this my hour of sore need ?"Yes," said I ,"very gladly and even if I have to run to the other end of the world."

5 He said to me please take your seat here oh how glad i am to see you why do you look so sad is there anything i can do for you you can certainly count upon me i need not assure you

Punctuated Passage He said to me,"Please take your seat here Oh ! How glad I am to see you !Why do you look so sad ? Is there anything I can do for you ?You can certainly count upon me, I need not assure you "

Exercise 180 *Rewrite these sentences using Punctuation Marks and Capital Letters where required —*

1 john said i am in a hurry and cant spare time
2 seema said what is the time mother is it time for me to go to school yet
3 madam he said i must ask you to come with me your luggage will be taken care of
4 she said hari looks terrible is he ill
5 oh thats all right rama replied cheerfully give us a start lalaji i shallnt complain if it comes to nothing
6 pathik was furious he cried if you dont get down this minute ill thrash you
7 ashwani said where is the clock who took it from my bedroom have you taken it down to the kitchen
8 what an easy paper said ashok it was set by a kind examiner
9 on tuesday the prime minister of afghanistan reaches india
10 on christmas day uncle george gave smith a ten shilling note
11 large crowds gathered outside the red fort to see queen elizabeth
12 india celebrates independence day on 15th august every year
13 about the time when jahangir the mughal empeor was ruling over india a king named james the first reigned in england
14 the statue of liberty was presented to the united states of america by the people of france
15 marshall compares and contrasts the indus valley civilization with those of egypt and mesopotamia
16 oh tom tom his mother would cry what is to become of you i really dont know
17 i am sorry i interrupted you replied the judge please do go on with your explanation of the error
18 sir said the lamb you surely see the water flows from you to me how can i then make the water muddy
19 nelson when he lay dying was heard to say i have done my duty england expects every man to do his duty
20 they were wounded they were exhausted they were short of provisions they were half dead with cold night was coming on

PART IV

WRITTEN COMPOSITION

CHAPTER XLIII

PARAGRAPH-WRITING

299. **A Paragraph** is a connected series of sentences relating to the same subject. Just as a sentence contains one main thought, in the same way a paragraph contains *one main topic* or *theme. All the sentences in a paragraph should be so grouped together that they must serve to develop the main theme.*

Qualities of a Good Paragraph

300. A good paragraph, like a good sentence, must posses :—

1. **Unity.**
2. **Order.**
3. **Variety.**

301. **Unity.** A paragraph must not contain *more than one* main topic or one main theme. If it does, then it is a bad paragraph. The test of a good paragraph is that its theme can be expressed in one sentence called the topic sentence. *A good paragraph is therefore a short essay in itself, to which a suitable title can always be given.*

302. **Order.** In a good paragraph the *thoughts are always arranged in a clear and logical order*. The events are given in the order of their occurrence. All ideas are connected with the main idea and are arranged according to their importance or order

303. **Variety.** Lastly, *a good paragraph contains both short and long sentences*. It contains sentences of *different length and of different construction.*

How to Write a Paragraph

304. To write a good paragraph you should bear in mind the following points :

(1) *Think out the points upon which you wish to write.* To get such points, frame questions about the topic and think out answers to them. *These answers will provide you with points to develop.*

(2) *Having got the points, arrange them in a proper order* Important points should be mentioned first, and minor points afterwards

(3) *Make the first and last sentence of your paragraph most attractive The first sentence* should arouse the interest of the reader, and the last should satisfy it *A short sentence, quite to the point forms the best introduction*

(4) *Do not deal with more than one main theme in your paragraph* All the points must deal with the main theme -

(5) *Make your sentences short and varied in length* Take care that every sentence you write is clear and complete

(6) *Revise what you have written* Remove all the mistakes in spelling grammar, punctuation, etc

305 Study the following examples of paragraphs —

EXAMPLES OF PARAGRAPHS

1 A ROAD ACCIDENT I WITNESSED

Driving at full speed has caused many motor-car accidents Only last night I witnessed such an accident on the Mall At the crossroads near the General Post Office, I saw a car coming along at eighty kilometres an hour As it swept round the sharp corner, it crashed into another car coming in the opposite direction Happily no one was killed, but several persons were seriously injured The two cars were badly damaged To drive at full speed is to court death

2 A BRAVE ACT

A few days ago a boy called Harry was playing with his little sister on the bank of the river Jamuna The boy was throwing stones at something in the water when he tumbled in He cried for help and the girl, who was frightened, ran away screaming towards home Two lads were returning from school towards the riverside and ran quickly to the place One of them could swim well and he jumped into the river and saved the drowning child

3 AN ACCIDENT I WAS IN

Yesterday evening while I was returning home from school I had a nasty accident. I was walking in the middle of the road, with a satchel under my arm When I came near the Post Office, I just stopped to watch a horse raising its forelegs high into the air Just then a cyclist coming up from behind in trying to avoid the frightened horse, ran into me I was thrown head over heels on to the ground All the breath was knocked out of my body I lay there stunned for about five minutes When I came to my senses, I walked home my whole body aching with pain

4. MY FAVOURITE HOBBY

My favourite hobby is stamp-collecting. I have a stamp-album in which I have pasted all the foreign stamps I have been able to collect. It is really a nice collection. I have stamps from many foreign countries—from Russia, Japan, Turkey, Egypt, the USA and China. I have also some rare stamps which were issued in Afghanistan when it became a Republic. How pretty they are ! How I like to enjoy the pictures of natural scenery, crowns, arms, shields, historical monuments, brave knights and lovely ladies printed on these stamps ! Stamp-collecting is really a very enjoyable and instructive hobby.

5. NO PAINS, NO GAINS

In this life there are no gains without pains. Life indeed would be dull if there were no difficulties. Games lose their zest if there is no real struggle, if the result is a foregone conclusion. Both winner and loser enjoy a game most if it is closely contested to the last. No victory is a real triumph, unless the foe is worthy of the steel. Whether we like it or not, the life is one continuous competitive examination. Says a poet :

We are not here to play, to dream, and to drift ;
We have hard work to do and loads to lift ;
Shun not the struggle ; 'tis God's gift.

6. THE COMPANIONSHIP OF BOOKS

'A man is usually known by the books he reads as well as by the company he keeps for there is a companionship of books as well as of men ; and one should always live in the best company, whether it be of books or of men.

'A good book is among the best of friends. It is the same today that it always was, and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always shows us the same kindness, amusing and instructing us in youth and comforting and consoling us in old age.' —*Adapted.*

7. TRY, TRY AGAIN

If you fail once, do not lose heart, but try again. All do not succeed in life in the first attempt. Most people fail in life, not because they do not know their job but because they give up after the first failure. Failures should not discourage you. What though you fail ? Try again. A man opens a shop. There is a keen competition. He loses. He does not do well as he had expected when he first started. He is disheartened. He gives up trying. He fails. There is another. He fails, he tries ; he fails again, but tries again. He fails a third

time but tries once more At last he succeeds So, if at first you do succeed, try, try try again

8 SMOKING IS INJURIOUS TO HEALTH

People are very fond of smoking without realizing that it is injurious health That is why the Government has banned smoking in buses, trams a trains as well as in offices and public places You must remember t things First, someone said, "A cigarette is to tobacco rolled in paper w smoke at one end and a fool at the other " It gives you nothing for the mon you waste Secondly, smoking causes diseases like asthma, bronchitis, canc of the lungs and mouth, etc , although illness takes time to hurt us T Government has, therefore made it mandatory for the compani manufacturing and selling cigarettes to print on every cigarette packet t warning that "Smoking is injurious to health"

9 A STREET HAWKER

A street hawker is a familiar sight in India. He usually hawks and se his wares at public places, outside schools, cinema houses, offices, railw stations, and on footpaths He sells a variety of things Here you see o hawking parched gram, pulses, rice and groundnuts and spicy *bhujia* The you see another selling glass bangles, beads, rings, necklaces, napkins a gaudy handkerchiefs and other trinkets You walk a little farther and you con across another hawker selling sliced fruit or selling sweets and other eatabl with the dirt and flies settling on them His life is very hard, indeed H works in all weathers in the scorching heat of the sun in summer as well in the biting cold of winter He is usually shabbily dressed and sells stuff very inferior quality and most often dupes illiterate women and rustics

10 THE TEACHER YOU LIKE BEST

All teachers deserve my respect, but I like my English teacher the bes Why do I like him most ? I like him so much because he treats us all as h own children. He has the interests of his pupils always and spares no pains t mould their characters on right lines He has always a smiling face an seldom loses temper He is always available to the students for consultatio and guidance He is ever ready to help them in every way His tende sympathetic and affectionate nature attracts the students towards him The look upon him as their best friend, philosopher and guide and almost worshi him At the same time, he possesses the rare knack of making his subjec interesting even to an average student His ideal in life is 'simple living an high thinking It is on account of these qualities that I like him the best c all

11. AN IDEAL CITIZEN

It is not an easy thing to be an ideal citizen. An ideal citizen is he who realizes not only his privileges but also his duties. What, then, are the duties of a citizen to his city or country ? The first is loyalty. True patriotism means that in times of danger a citizen must be prepared to support and defend his country even, if necessary, with his life . Secondly, obedience to the laws of his country and his city. He must have no sympathy with the law-breakers who are traitors to the country. He may consider some laws unfair, unwise and even unjust; he may, and should, use all constitutional means in his power to get such laws reformed or abolished. But so long as a law is a law, he must obey it. Thirdly, it is his duty to help the police in putting down crime and arresting criminals. Criminals must feel that they have not only the police, but also all law-abiding citizens against them. Fourthly, he must take an intelligent interest in politics. As a citizen he has a vote, and he must use that vote for the good of his country as a whole. At elections, he must vote for only those candidates who are known for their honesty and integrity, character and high ideals. Lastly, an ideal citizen believes in co-operation with other citizens for the common good.

12. STRIKES

Now a days people go on strikes for the redressal of their grievances—genuine or otherwise. One of the reasons is that the authorities concerned do not pay any heed to the representations made by the affected persons even though their demands are genuine, and drive them to go on strike. When the strike begins, the authorities, instead of negotiating for settlement with the strikers, try to put it down with a heavy hand, but when they find it uncontrollable they yield and agree to the demands. Such an attitude results in making people believe that nothing can be gained unless they go on strike and that any demand can be got conceded if only they go on strike. But neither the authorities nor the employees or whoever the affected party may be, ever realize that it is the public who suffer the most in the long run. The right course for the affected party is to educate the people about the justness of their demands, get their support and make all efforts to arrive at a settlement with the authorities concerned. It is only when all efforts fail, a strike has to be resorted to.

13. TELEVISION

Television is one of the wonders of our age. By turning the switch on a box-like instrument in our house, we can see events that are happening thousands of kilometres away. Watching the television is like watching a film at the cinema ; the only difference is that, instead of a large screen at the cinema, we have a small screen, made of glass and fixed to a box which is

not much bigger than a radio, and just as by turning the switch on the radio, we can hear music or speech put out from distant studios, we can, with television, watch dramas and films put on at special studio which we have never visited The word 'television' itself means 'seeing from a distance' 'tele' is a Greek word meaning at a distance and 'vision' comes from a Latin word meaning 'see'

How does television work ? It involves the sending out (or 'transmission') of pictures from one place and the getting in for 'reception' of those pictures at many other places Let us first see how the transmission is done This may be a meeting, a play or a cricket match Whatever it is, the first thing to do is to convert the event into a series of pictures, through a television camera Now a television camera is not like an ordinary film camera It does not take a complete picture of a scene What it does is to break the picture up into a series of parallel lines, very close to one another —*Adapted*

14 WE SHOULD PROTECT OUR ENVIRONMENT

Now a days more and more attention is being paid all over the world to the protection of man's environment on which human existence depends By environment is meant those natural things that surround us—such as the earth's atmosphere, healthy air and drinkable water Thus, protecting the environment means keeping Nature's gifts to mankind in as good and natural a condition as possible Murder of the environment, which involves senseless poisoning of the earth, air and water, and wanton destruction of forest wealth in our mad race for development, expansion and growth, is fraught with grave consequences for mankind The chemicals being produced and marketed for various purposes are proving useful to modern civilization, particularly in the manufacturing of weapons of war, but their adverse effect on the environment can hardly be lost sight of The UNESCO Director General even warned the world recently that "the problems of environment were jeopardizing the development of mankind" It is, therefore, essential that every country should have Department of the Environment—Government Department responsible for land planning, construction of industries, transport, preservation of public amenities, control of air and water pollution, the protection of the coast and the countryside

15 POLLUTION

Pollution means anything that pollutes Our rivers are polluted with filthy waste from factories Exhaust fumes from motor-vehicles pollute the air we breathe Polluted water causes water-borne diseases such as cholera and diarrhoea There are also dangers from chemical pollution, from radio-active wastes and other wastes from homes factories, hospitals and laboratories, and

from other foreign matter that keeps on poisoning the atmosphere surrounding the earth on which we live and breathe. In the more industrial centres the dangers of pollution are increasing day by day with the chimneys releasing dark smoke and coal-dust into the atmosphere and the drains getting choked with poisonous and chemical wastes. Pollution control is, therefore, a 'must' if we want to avoid diseases and lead a healthy and happy life.

16. DRUG ADDICTION

Today we hear a lot about drug addiction. This is the misuse of drugs—drugs obtained illegally and taken for the purpose of getting pleasure and thrills. Some of the drugs used for this purpose are marijuana, opium, hashish and heroin. The practice of taking drugs can ruin a person's life and even lead to death as has happened to many young people. Knowing the dangers of drug abuse, the governments of many countries have taken various steps to deal with the problem. In India the situation is not so serious as in America and Europe, since only affluent people are liable to drug addiction. Still our law courts are alive to this problem and have inflicted heavy fines and jail sentences on those who are caught trafficking in drugs. These stern measures have gone a long way in discouraging drug trafficking in the country.

17. RISING PRICES

Rising prices are a nightmare to the common people. Prices of essential commodities like wheat, rice, pulses, edible oils, soaps, milk, eggs, vegetables and fruit have soared so high that people of average means find it extremely difficult to live within means. People living below poverty line find it almost impossible to make both ends meet. The government is doing its best to check the unprecedented rise in prices by opening fair price shops in rural areas and thus providing to the weaker sections of society all the essential commodities at subsidised prices. Still the rise in prices goes unabated. Profiteering and hoarding are rampant in our country. Our traders are unscrupulous and they try to create an artificial scarcity. Their only motive is to get maximum profit by fair means or foul and so they try to fleece the customers in all sorts of undesirable ways. So our traders are mainly responsible for the abnormal rise in prices.

Exercise 181. *Write short paragraphs on the following subjects, making use of the hints given below :—*

1. A Visit to a Hospital

[**Hints.** Calm evening—telephonic call—visit to the hospital—scene inside the hospital—enquiry room—operation theatre—X-ray room—unable to find friend's room—wandered all over the hospital—got directions—met friend.]

2 A Street Accident

[Hints A collision between a car and a tonga—the mudguard broken—the tonga smashed—the horse injured—the tonga driver injured—the passengers slightly hurt]

3 A Fire In My Neighbourhood

[Hints The alarm—crowds in street—smoke and flames from burning house—people removing furniture—fire engine—brave firemen pumping huge jets of water on flames—firemen saving people, etc]

4 People of Your Village

[Hints Name of village—location—population—classes of people—industries followed—condition of people—prosperous or not—school, if any—characters—any opium eaters—your impressions of the people]

5 The Snake-Charmer

[Hints A common figure in India—generally wears dirty clothes and long hair—wanders from place to place carrying a basket in which he keeps his pets—shows his pets for a few paise—makes them dance to the music of the flute on which he plays—is said to possess a charm or a herb that can cure snake-bite]

6 Drowning Accident

[Hints The Baisakhi day—large crowds going to the river to bathe there—the water of the river very deep—people assembled on the river in large numbers bathing near the bank—one man tried to swim across the river—drowned—people knew of the accident only when the man cried for help]

7 A Scene at a Railway Station

[Hints The building—the booking office—people buying tickets—platforms—engines shunting—people waiting for the train—porters—the arrival of the train—scene changes—the rush of the passengers—the people hurrying to and fro—the pedlars—noise and confusion—exchange of hot words—the guard s whistle—the train steams off—the waving of hands—the platform again deserted—bookstalls, waiting rooms refreshment rooms etc]

8 An Indian Wedding

[Hints Different wedding customs in different parts of the country—among the Hindus the marriage is a very grand affair—on the appointed day the bridegroom goes in a procession to the house of the bride—the party is received and entertained—at night the marriage ceremony is performed by the priest—the bride is then brought home]

9. Our School Library

[**Hints.** A collection of books—all possible subjects—newspapers, journals, magazines—two rooms—one reading-room for journals, the other for books—books in several languages—on Science, History, etc.—a large number of novels, story books, biographies, etc..—the librarian, a kindly old man—looks after the library—chairs, desks, tables—reading-room—a quiet place open all day—the best place in the school.]

10. A Visit to Kashmir

[**Hints.** Kashmir known as the paradise of India—surrounded by mountains, snow, glaciers—beautiful lakes, gardens—kesar (saffron) grown—tourists visit in summer and in winter—winter sports—how Kashmiris keep themselves warm in winter—Kangri (earthern pot of live charcoal)— the handicrafts of Kashmir (wicker-work, embroidery, walnut-work).

11. Good Health

[**Hints.** Good health—most precious possession—healthy minds, healthy bodies—essentials of good health (nutritious food, fresh air, exercise, sleep, rest)—things bad for health (smoking, eating too much, irregular habits, lack of exercise).

12. A Robbery in a Bank

[**Hints.** Bank crowded—robbers enter—masks, guns—'keep back'—push customers aside—threaten staff—two robbers at the entrance—three go behind the counter—take money bags—manager watching—alarm bell—robbers run quickly out—a car outside—fire in the air—police car arrives—a hot chase.]

13. Social Service and its Value to Students

[**Hints.** Man a social animal—social service for students in villages—social organisations—students and defence of the country—modern students' dislike for social service.]

14. The Good Neighbour

[**Hints.** Crowded street (mohalla) with people of all vocations and sorts—our neighbour—a shopkeeper and his family—the only Muslim family—small house—soft spoken, polite, cultured—house neat and clean—helpful though not rich—helps fetch doctor, medicines—sends young son to do odd jobs if necessary—helps with money and service in the name of God—expects nothing.]

its meaning , or by adding suitable illustrations examples, or details bearing upon the main theme Such exercise practically amounts to the writing of a short essay on the subject of the original statement No hard and fast rule can be laid down for the length of the expansion It must be neither too short nor too long , about a hundred words will do

SOME IMPORTANT HINTS

307 Bear in mind the following hints —

1 Read carefully the original statement until its meaning becomes quite clear to you
2 If a proverb is given for expansion explain its full meaning in your own words
3 Now try to enlarge it by adding illustrations, examples, proofs, details, etc , until your expansion takes the form of a suitable paragraph
4 Add only such details as are *relevant to the subject* Do not add anything that does not bear exactly upon the *main theme* In an expansion, there is no place for either superfluous matter or irrelevant details
5 Your expansion should be *brief* and *to the point* It should give one the impression that it is a complete piece of English prose and that nothing essential has been left out
6 Revise what you have written Correct all mistakes in spelling, grammar and punctuation

308 Study carefully the following examples of expansion —

1 Honesty is the Best Policy

We should always be honest in our dealings with other people, because honesty is the surest way to success in life In taking up a dishonest course, we may succeed for the time being, but we shall be found out at last A dishonest man may build up a great fortune through dishonesty and trickery, but he will never be happy He will lose all in the long run ' Ill got, ill spent." On the other hand, an honest man will enjoy the fruits of the labour Though he may not be able to make a fortune, he will be happy and peaceful in having a clear conscience

2 Slow and Steady Wins the Race

The proverb means that success in life may be achieved by even ordinary people by perseverance, steady application and hard work Just as the slow moving tortoise won the race by plodding on bravely and steadily and left the fast moving hare far behind him in the same way, an ordinary man of average ability may win prizes in life by steady work Even a man of brilliant

gifts cannot achieve much in life without steady work and perseverance. It is a matter of common experience that in a school it is not always the cleverest boy who wins prizes ; they are often won by a steady worker of average intelligence.

3. Prevention is Better than Cure

The meaning of the proverb is that it is always better to prevent illness than to be cured when one is ill. Small-pox is a contagious disease. Vaccination is a great preventive and the disease can be easily prevented if a child is vaccinated. Here prevention is far better than cure. In the same way, it is far better to prevent the outbreak of cholera than to overcome it after it has broken out.

This saying can be applied to other things also. It is always better to avoid forming a bad habit than to cure it, after it has been formed. How much better it is never to touch a drop of wine than to form the habit of drinking and give it up only after one has totally ruined oneself !

4. Where There's a Will There's a Way

It is a popular saying which means that when we are determined to do a thing, however difficult it may be, we will find a way to do it. All difficulties vanish before a determined will ; all obstacles melt away before a strong determination. Patience and perseverance can overcome mountains. Napoleon was once told that it was impossible to cross the Alps. "There shall be no Alps," he said, and a road was made across them. "Impossible," said he, "is a word only to be found in the dictionary of fools." And so it is ; a determination not to give in is the surest condition of success in an undertaking.

5. A Rolling Stone Gathers no Moss

Just as no moss will gather on a stone which is continually rolling, so a man, who constantly changes his occupation or plan of life, will never succeed in life. A man who never settles down to anything long is a "rolling stone." Such a person makes little progress in life. To achieve success in business, a man must choose a trade and stick to it. He will never succeed if he keeps changing his trade. To rise to the highest position in a profession, a man must stick to his job rather than change it every year. To become a great scholar, one must specialize in one subject rather than change from one subject to another.

6. Rome was not Built in a Day

The proverb means that no work worth doing can be accomplished either easily or quickly. The city of Rome which became the wonder of the civilized

world took many days, many years and even centuries to build In the same way, all great and brilliant works cannot be achieved in a day Slow progress must not make us impatient A young man wants to become a great painter He thinks a little training will do He thinks a little practice will make him a perfect painter But when he finds that it will take him many years before he can become a first-rate painter, he becomes impatient and is discouraged. To him the proverb says "Be not discouraged , for Rome was not built in a day"

7 A Man is Known by the Company He Keeps

We naturally seek the company of those whose tastes and habits are the same as our own "Birds of a feather flock together" Fools do not like the company of wise men, and wise men avoid fools, Saints do not relish the company of sinners, and sinners shun the company of saints The good find little pleasure in the company of the bad Pleasure-seekers do not make friends with studious scholars Honest men shun thieves and cheats We can, therefore, judge a man's character by the kind of company he keeps If he is always with bad people, we naturally think he likes such company because he is bad himself For "lambs do not make friends with wolves, nor doves with hawks"

8 All That Glitters is not Gold

The meaning of the proverb is that appearances are often deceptive and things are not what they seem We mistake for true gold the polished brass that glitters like gold And we suffer How often we are easily taken in by mere appearances ! We meet a stranger while travelling on a train He speaks politely and kindly to us We are misled We think that he is a good man and trust him We go to sleep The stranger sees his golden chance and gets down with our suit-case He seemed to be gold He was only base metal gilded He was a hypocrite He pretended to be good But he was not a good man at all He was not what he appeared to be He glittered like gold , but he was not gold at all

9 A Little Knowledge is a Dangerous Thing

A little knowledge is a dangerous thing because it often makes us conceited When we first begin to study a subject, it seems easy And since we know more about it than some other people who know little or nothing at all, we get puffed up and think we know a lot. We begin to give ourselves airs and use a few learned words we have learnt to impress upon others that we are great scholars There was a friend of mine who was very fond of reading books on medicine. Whenever he fell ill, he used to consult his medical books, and buy medicines and treat himself Once he had fever and

persistent cough. He tried his own medicines, but he got worse and worse day by day. At last his parents called in a doctor who found he had abscess of the liver, and suggested an immediate operation to save his life. When he got better, he was "a sadder and wiser man", and had learnt that a little knowledge is a dangerous thing.

10.Union is Strength

It is an admitted fact that union or co-operation is strength ; disunion is weakness. A united family, a united community, a united society, a united nation is strong ; but those who are disunited or split up into factions or groups, are all weak. Take the case of a football or hockey team. If the members of the team play together and co-operate with one another, they will form a strong team. But if each member plays his own game, they will surely be defeated, however strong the individual players may be. The same is true of an army. To win a battle an army must work as one man. Napoleon's motto was, "Divide and Conquer". He tried to split up the armies fighting against him. Then he would overcome them one by one. Divided they were weak. A united team, a united army, a united nation is strong. " United we stand ; divided, we fall."

Exercise 183. *Expand the idea contained in each of the following :—*

1. Fortune favours the brave.
2. They never fail who die in a great cause.
3. Necessity is the mother of invention.
4. A friend in need is a friend indeed.
5. God helps those who help themselves.
6. A stitch in time saves nine.
7. Patience and perseverance can overcome mountains.
8. The crown and glory of life is character.
9. Forgiveness is nobler than revenge.
10. Every man is the architect of his own fate.
11. Life indeed would be dull, if there were no difficulties.
12. Nothing venture, nothing have.
13. The fruits of labour are sweeter than the gifts of fortune.
14. If you wish for peace, be prepared for war.
15. Birds of a feather flock together.
16. Example is better than precept.
17. The hand that rocks the cradle rules the world.
18. To err is human, to forgive, divine.
19. Sweet are the uses of adversity.
20. Knowledge is power.

CHAPTER XLV

COMPREHENSION OF UNSEEN PASSAGES

309 Sometimes an 'unseen passage' may be set and students may be asked to answer a number of questions based on the passage They can write good answers only (1) *when they fully grasp the meaning of the passage*, (2) *when they are able to express the meaning of the passage in their own simple, clear and direct English* and (3) *when they clearly understand the questions asked*

Some Important Hints

310 In answering questions on an 'unseen passage', proceed as follows —

1 Read the given passage carefully two or three times, till you understand clearly (i) its *subject*, and (ii) what is said about the subject. Ask yourself, 'What is the *main theme* of the passage I am reading ? What does the author say about that subject ? Can I put in a few words the substance of what he says ?'
2 Read carefully the questions one by one, and find out whether you fully understand them
3 Now take up the first question, and find out to which part of the passage it refers
4 Then take up the other questions, and find out the parts of the passage they refer to
5 Now write answers to the questions in *your own words* Do not copy the language of the passage The answers should be *brief* and to the point
6 Revise your answers, and examine them carefully to see that they are *clear* and *complete* If an answer is too long, you must further compress it by omitting unnecessary details
7 Correct all mistakes in spelling grammar, punctuation, etc Let the language of the answers be *simple* and *direct*

Heading or Title

311 If you are required to give a *Title* or *Heading* to the passage, you can name it (i) after the main character, object or incident mentioned in the passage or (ii) after some saying or proverb illustrated by the passage

312 *Study carefully the following examples* —

Example 1

During the American War, the captain of a little band of soldiers was giving orders to those under him, about a heavy beam that they were

endeavouring to raise to the top of some military works which they were repairing. The weight was almost beyond their power to raise, and the voice of the superintendent was often heard shouting, "Heave away ! There it goes ! Heave , ho ! "

An officer, not in military *costume*, was passing, and asked the superintendent why he did not *render a little aid* The latter astonished, turning round with all the *pomp* of an emperor, said, "Sir, I am a corporal".

"You *are* , are you ?" replied the officer ; "I was not aware of that"; and taking off his hat, he bowed, saying, "I ask your pardon, Mr. Corporal".

Upon this he dismounted, and pulled *till the sweat stood in drops on his forehead.* And when the beam was raised, turning to the *little great man*, he said :—

"Mr. Corporal, when you have *another such job*, and have not enough men, send for your Commander-in-Chief, and I shall gladly come to help you a second time !"

The Corporal was *thunder-struck*. It was Washington !

Read the passage given above and answer the following questions :—

(i) Suggest a suitable title for the above passage.
(ii) What was a little band of soldiers doing ?
(iii) Why was not the Corporal helping the soldiers in their work ?
(iv) Who came along ? What did he say to the Corporal ?
(v) What did the Corporal answer ?
(vi) What did Washington say to the Corporal when he was leaving ?
(vii) Explain the words and phrases given in italics.

Answers

(i) Washington and the Corporal.
(ii) The soldiers were trying their best to raise a heavy beam to the top of some military works which they were repairing.
(iii) The Corporal was not helping the soldiers in their work, because he thought it was beneath his dignity to share the work of the soldiers when he was their superintendent.
(iv) General Washington came along and asked the Corporal to help the soldiers a little in raising the heavy beam.
(v) The Corporal was astonished and replied with the dignity of an emperor that he could not do so, for he was a Corporal.
(vi) Washington said to the Corporal that if in future he had another such job and not enough men for the work, he could send for his Commander-in-Chief who would be too glad to help him.
(vii) *Endeavouring*— trying their best
Costume — uniform

Render a little aid — help the soldiers a little in raising the heavy beam

Pomp — Dignity

Till forehead — till his forehead was covered with perspiration

Little great man — the Corporal who, though he considered himself as great as an emperor, was in fact a small man only a corporal

Another such job — another heavy beam to lift

Thunder-struck — amazed

Example 2

What will the historians of the future say ? They will record that India produced a great leader, Gandhiji, and he taught people to work together He taught them to break down the walls which separated the people from one another He taught them to uplift the Harijans because it was his desire that everyone, irrespective of his caste, creed or religion, should enjoy equal rights and be free The people of India rose as one man from the Himalayas to Kanyakumari, threw off some of the burdens from their backs and under the leadership of the great Gandhiji moved forward and won Independence After centuries, India s star rose in the horizon Its voice was heard in the councils of the world, because it was the real voice of India And then these very people of India who had shown courage and determination fell into a dream and into carelessness and quarrelled among themselves Sometimes they fought in the name of religion, sometimes in the name of caste or language or State We should not lose ourselves in wrong directions We cannot allow our country to fall Let not this priceless treasure of our freedom slip through our hands because of our weakness

Read the above passage, and answer the following questions —

(i) What message has been conveyed by the author in the passage and why ?

(ii) Mention two salient points from Gandhiji s teaching to the people

(iii) What impact did Gandhiji s leadership have on the people and how did India gain thereby ?

(iv) What sorry state of affairs is prevalent in the country today ?

(v) Write sentences of your own to bring out the meaning of

(a) Priceless treasure (b) Slip through

Answers

(i) The passage coveys the message that fighting in the name of religion, caste, language or State will make us lose our freedom

(ii) (a) Everyone should enjoy equal rights, whatever be his caste, creed or religion

(b) People should break down the walls which separate them from one another

(iii) Gandhiji's leadership united the people from one end of the country to the other. They rose as one man, moved forward and won freedom.

(iv) It is a sorry state of affairs that the people of India quarrel among themselves in the name of religion, caste, language or State.

(v) (a) Freedom is a priceless treasure of a nation.
(b) If we quarrel among ourselves, freedom will slip though our hands.

Example 3

In every country people imagine that they are the best and the cleverest and the others are not so good as they are. The Englishman thinks that he and his country are the *best* ; the Frenchman is very proud of France and everything French. The Germans and Italians think no less of their countries and many Indians imagine that India is in many ways the greatest country in the world. This is *wrong*. Everybody wants to think *well* of himself and his country. But really there is no person who has not got some good and some bad qualities. In the same way, there is no country which is not partly good and partly bad. We must take the good wherever we find it and try to remove the bad wherever it may be. We are, of course, *most* concerned with our own country, India. Unhappily, it is in a bad way today. Most of our people are poor and unhappy. They have no *joy* in their lives. We have to find out how we can make them happier. We have to see what is good in our ways and customs and try to keep it, and whatever is bad we have to throw away. If we find *anything* good in other countries, we should certainly take it.

Jawaharlal Nehru

After reading the above passage, answer the following questions in your own words :—

(i) What do people think in every country ?
(ii) What do many Indians imagine ?
(iii) What must we do ?
(iv) In what respect is India in a bad way today ?
(v) What should we throw away ?
(vi) What should be our attitude towards other countries ?
(vii) Choose from the italicised words in the passage words of opposite meaning for the following :
(a) Nothing, (b) least, (c) sorrow
(d) ill, (e) worst.

Answers

(i) In every country people think that they are the best and the cleverest people in the world and that the others are not so good and clever as they are.

(ii) Many Indians imagine that Indian is in many ways the greatest country in the world
(iii) We must take the good wherever we find it and try to remove the bad wherever it exists
(iv) Most of the people in India are poor and unhappy They lead miserable lives
(v) We should throw away whatever is bad in our customs and traditions
(vi) If there is anything good in other countries, we should certainly take it
(vii) (a) anything, (b) most, (c) joy, (d) well, (e) best

Example 4

The great advantage of early rising is that one can start one's work long before others The early riser has done a large amount of hard work before other men have got out of bed In the early morning the mind is fresh and no sounds or noises disturb our attention The work done at that time is generally well done Also one finds time to take some exercise in the fresh morning air Exercise supplies him with a good deal of energy that enables him to work hard until the evening By beginning so early, he knows that he has plenty of time to do his work thoroughly He has not to hurry over any part of his work He gets to sleep long before midnight At that time sleep is most refreshing After a sound night's rest, he rises early next morning in good health for the labour of a new day

Read the above passage carefully and answer the following questions —

(i) What advantages does an early riser have over others ?
(ii) Why should one take exercise in the morning and begin one s work so early ?
(iii) What are the uses of going to sleep long before midnight ?

Answers

(i) The early riser does a large amount of work before other men get out of bed
(ii) Morning exercise supplies one with a good deal of energy If a man begins his work early, he has plenty of time at his disposal to do the day's work thoroughly
(iii) At that time sleep is most refreshing If we go to bed early, we shall be able to rise early next morning in sound health to pursue the labour of a new day

Example 5

Our country gave birth to a mighty soul and he shone like a beacon not only for India but also for the whole world. And yet he was done to death by one of our own brothers and compatriots. How did this happen ? You might think that it was an act of madness, but that does not explain this tragedy. It could only occur because the seed for it was sown in the poison of hatred and enmity that spread throughout the country and affected so many of our people. Out of that seed grew this poisonous plant. It is the duty of all of us to fight this poison of hatred and ill-will. If we have learnt anything from Gandhiji, we must bear no ill will or enmity towards any person. The individual is not our enemy ; it is the poison within him that we fight and which we must put an end to.

Read the above passage carefully and answer the following questions :—

(i) Who is "the mighty soul" referred to in the passage ?
(ii) Why was he done to death ?
(iii) What do we learn from Gandhiji ?
(iv) What should we fight against in the individual ?
(v) What is the poison referred to in this passage ?

Answers

(i) "The mighty soul" referred to in this passage is Mahatma Gandhi.
(ii) Mahatma Gandhi was done to death because the poison of hatred and enmity had spread throughout the country and affected so many of our countrymen.
(iii) We learn from Gandhiji that we must have no ill-will or enmity towards any person.
(iv) We must fight against poison of hatred and ill-will present in the individual.
(v) The posion referred to in this passage is hatred and ill-will towards other persons.

Exercise 184. *Attempt the following exercises :—*

1. Clean water supplies are essential for good health and cleanliness in the home. Often, the only sources of drinking water is polluted. More than 70 per cent of rural households have no safe drinking water. Their supplies are often carried some distance from a river, pond or well, or a community pump or tap. Carrying water takes time and energy. For these reasons, water is often kept in the house for a long time and, if necessary, it is rationed carefully.

Several diseases are spread by polluted water. These include diarrohea, cholera and typhoid. Families using water from uncovered ponds or wells are

likely to suffer more frequently from all these infections than those whose water comes from protected sites An adequate supply of water is also needed for personal cleanliness and general hygiene in the home Health workers should encourage the provision of good household water supplies as much as possible

If there is no tap the main water container in the house must be kept clean covered and free from debris Overnight storage in earthenware vessels reduces the number of bacteria in the water Nevertheless, it is important that any water given to infants is first boiled After boiling it should be left covered in the same container until it is cool enough to drink

Read the above passage and answer in your own words the following questions —

(i) Why are villagers lacking in good health and cleanliness generally ?
(ii) Why is water kept for a long time in rural households ?
(iii) What is polluted water ? What are its effects ?
(iv) What type of water should be given to infants ? Why ?
(v) Give the meaning of
(a) adequate (b) earthenware.

2 When I was young a railway journey was an exciting adventure I had to get up early and have a bath my mother would not let me go anywhere without one ! "You must get to the station at seven", she said, if the train was only due at eight. I had to push my way into a carriage in two minutes flat The crowds were terrible , there was only one train in the morning to Madras But I had one advantage, I was small enough to climb over people and slither into the carriage over the human mass There were of course no arrangements for sleeping We had to sleep on the floor, on trunks and suitcases, on luggage racks, or on other passangers

The adventure and romance have gone out of train travel Have you got anything to do now except queue like sheep before a window, pay out your money and get a ticket ? Your place is reserved, there is a conductor who has to see that everyone of us is in his seat or stretched out on his berth by ten o'clock The lights have to be switched off at ten and there is no anxiety , discomfort, no struggle, no fighting no quarrels The whole thing is as dull as ditch water You must travel, even the more adventurous of us and we must resign ourselves to the loss of all colour and gaiety on the Indian railways

Read the above passage and answer the following questions as far as possible in your own words —

(i) What did the writer have to do before he made a train journey ?
(ii) What was his mother in the habit of saying to him ?

(iii) How was the train journey a thing of adventure when he was young ?
(iv) What have we got to do before we go on a long journey nowadays ?
(v) Find words from the passage which mean the following :
(a) slide or slip unsteadily
(b) be ready to accept or endure uncomplainingly

3. "Prevention is better than cure"; and it is recognised that the only way to get rid of malaria completely is to get rid of the mosquitoes which cause it. Malaria is always associated with damp and marshy land. This is not because the land is damp ; but because the standing water is the breeding place of the mosquito, which begins its life as a larva living in the water. Malaria does not frequently occur in dry desert countries because mosquitoes cannot breed there. The only way to destroy mosquitoes is to prevent their breeding in standing water. This can be done by draining all ponds and pools; and by keeping them covered in the breeding season with a film of kerosene oil, which, by depriving the larva of air, kills them.

Read the above passage and answer the following questions :—
(i) How can malaria be prevented ?
(ii) In what places does malaria occur most ?
(iii) Why does not malaria frequently occur in dry desert countries ?
(iv) How can we prevent the breeding of mosquitoes ?
(v) Explain : "Prevention is better than cure."

4. Success in life depends largely on good health. Keep your body fit, and by cleanliness, fresh air, regular habits, and suitable recreations, make yourself strong to play the game, and to do it in every sense of the word. Avoid anything that will sap your strength. Smoking in your youth stunts the body and clouds the brain. Be temperate in all things and beware of drink. It is the deadly enemy of health and efficiency. Above all, remember that your character is a priceless possession. Therefore, keep it untarnished. Be truthful in all things, courteous and considerate to everybody, fair to your rivals, kind and helpful to all who are weak and suffering, and do not be afraid to have the courage to stand up for what is good, pure and noble.

Read the above passage and answer the following questions :—
(i) How can we maintain good health ?
(ii) What are the things we should avoid in particular ?
(iii) What are the traits of character that we should cultivate ?
(iv) Explain : "Be temperate in all things".
(v) Give the opposite of : success ; strength.

5 Of man s earliest inventions we know very little The first may have been the use of a stone to crack a nut. The next was possibly the use of a stick to strike an enemy Once man found that sticks and stones were useful, it was only a step further to the making of a crude weapon by fastening a stone to the end of a stick

Man used sticks and stones long before he dared to meddle with fire , for the early men like all wild creatures dreaded the fire Fire, of course, existed , for lightning must sometimes have set the forests ablaze just as it does today , and in those days volcanoes were much more active than they are now The forgotten hero who first dared to tame fire to his own use was the greatest of early inventors , for once man had fire he was master of all lower creatures.

Read the above passage and answer the following questions —

(i) What may have been man's earliest inventions ?
(ii) Why did not man tame fire as early as he came to know the use of sticks and stones ?
(iii) What is there to show that fire existed long long ago ?
(iv) Why does the author of this passage call the first tamer of fire the greatest of early inventors ?
(v) Give the opposite of forgotten , earliest.

6 Did you ever hear the story of Newton and his little dog, Diamond ? One day when he was fifty years old and had been hard at work more than twenty years studying a very difficult subject, he went out of his room leaving his little dog asleep before the fire On the table lay a heap of written papers containing all the facts which Newton had found out during these twenty years When his master was gone, up rose little Diamond, jumped upon the table, and overthrew the lighted candle The papers at once caught fire

Just as they were all burnt Newton opened the door and saw that the labours of twenty years were reduced to a heap of ashes There stood little Diamond who had done all the mischief Almost any other man would have punished the dog But Newton patted him on the head as kindly as usual, although grief was at his heart

"O Diamond " cried he "you little know the mischief you have done !"

Read the above pssage and answer the following questions —

(i) What lay on the table ?
(ii) What mischief did the little dog do ?
(iii) Did Newton punish his dog ?
(iv) What lesson do you learn from the story of Newton ?
(v) Give the opposite of punished , difficult

7. But more than all these festivals I was interested in one annual event in which I played the central part—the celebration of the anniversary of my birth. This was a day of excitement for me. Early in the morning I was weighed in a huge balance against some bags full of wheat and other articles which were then distributed to the poor ; and then I arrayed myself in new clothes and received presents, and later in the day there was a party. I felt the hero of the occasion. My chief grievance was that my birthdays came so rarely. Indeed I tried to start an agitation for more frequent birthdays. I did not realise then that a time would come when birthdays would become unpleasant reminders of advancing age. *Jawaharlal Nehru*

Read the above passage and answer the following questions :—

(i) What was the one annual event in which Pandit Nehru was interested ?
(ii) Why was it a day of excitement for him ?
(iii) What was his chief grievance ?
(iv) For what did he start an agitation ?
(v) What did he not realise then ?

8. Generally we are under the impression that a man's duties are public and a woman's private. But that is not altogether true. A man has a private duty relating to his own home, and a public duty relating to the State. So a woman has a private duty relating to her own home, and a public duty relating to the State. Now, the man's work for his own home is, as has been said, to secure its maintenance, progress and defence ; the woman's to secure its order, comfort and loveliness. The man's duty, as a member of the Commonwealth, is to assist in the maintenance, in the advance, and in the defence of the State. The women's duty, as a member of the Commonwealth, is to assist in the ordering, in the comforting, and in the beautiful adornment of the State.

Read the above passage and answer the following questions :—

(i) What public functions can a woman suitably perform ?
(ii) What are man's duties to the State ?
(iii) How far are his duties private ?
(iv) How far are a woman's duties public ?
(v) Form verbs from : maintenance ; defence.

9. Much of the time of a savage is taken up in providing for his safety. He tries to defend himself against those he is able to fight ; he seeks hiding places from those who are too strong for him. The remedy for this miserable state of things is to be found in a settled government. To guard against foreign enemies and bands of robbers, government provides soldiers. There are police to apprehend criminals, judges to try them and prisons for their

confinement Were there no government every man would require to carry arms for his defence or to pay other men to defend him If defrauded or injured, there would be no judge to decide the case Neither would there be any roads, or post offices, or any other public services

To pay for soldiers, police, judges and other officers, there must be taxes If a person tried to defend himself it would cost him far more, and, after all, the protection would be very insufficient

Read the above passage and answer the following questions —

(i) In what is much of the time of a savage taken up ?
(ii) Why is settled government needed ?
(iii) What would happen if there were no government ?
(iv) Why should we pay taxes ?
(v) Mention two of the public services

10 There seems to be a general opinion in this country that Sardar Patel was slightly of a harsh and rough temperament. Men call him the 'Iron Man of India' He was, no doubt an iron man in the sense that one could rely on him for strict and efficient administration But as a man, to those who had the good fortune of coming into close contact with him, he was kind and considerate At times, he even became emotional, where his personal friends and followers were concerned However, it goes without saying that the Sardar had the great skill for organizing affairs He knew the way of picking people and putting them in their proper places Once he judged a man and found him correct he trusted him fully and got him to do anything he wanted

Read the above passage and answer the following questions —

(i) Why was Sardar Patel called the 'Iron Man of India ?
(ii) What kind of man was the Sardar in his private life ?
(iii) What services did the Sardar render to the Motherland ?
(iv) What lessons do you learn from the life of the Sardar ?
(v) Give the opposite of rough , followers

11 Many people foolishly look upon manual labour as degrading The Maharaja of Travancore, not many years ago, said "Be assured that the wielding of a spade or the driving of a plough or the drawing of water in one s own interest is not less honourable than scratching foolscap (paper) with goose quills (pens)" Some of the greatest men that have ever lived have cultivated their fields with their own hands Peter the Great, Czar of Russia worked as a blacksmith The late Emperor of Germany, the son-in law of Queen Victoria learned the art of printing The life of Mahatma Gandhi was a living lesson on the dignity of labour Useful work of all kinds is honourable It is of false pride that men have reason to be ashamed

Read the above passage and answer the following questions :—

(i) What did the Maharaja of Travancore say about the dignity of manual labour ?

(ii) How do the lives of great men teach us that all work is noble ?

(iii) What should men be ashamed of ?

(iv) Explain : "Useful work of all kinds is honourable. "

(v) Give the opposite of : useful ; honourable.

12. We who live in the present-day world are proud to call ourselve civilized. Is it because we live and dress better than our forefathers ? Of cours we have the advantages of the inventions of science which our ancestors ha never known. But let us search our hearts and ask ourselves, "Has scienc solved our problems ?" Frankly speaking the answer is, "No". In fact, scienc has added to our worries. Perhaps, now we can kill more easily and swiftl than ever before. And then we have not given up the old habit of fighting That is why we have wars after a decade or two. If we wish to be reall civilized, let us learn to live in peace. Let us achieve brotherhood of Man.

Read the above passage and answer the following questions :—

(i) Why do we call ourselves civilized ?

(ii) Has science solved all our problems ?

(iii) How can we become truly civilized ?

(iv) Give other words for : ancestors ; decade.

(v) What is meant by 'brotherhood of man' ?

13. Early rising leads to health and happiness. The man who rises lat can have little rest in the course of the day. Anyone who lies in bed late compelled to work till a late hour in the evening. He has to go without th evening exercise which is so necessary for his health. In spite of all h efforts his work will not produce as good results as that of the early riser. Tl reason for this is that he cannot take advantage of the refreshing hours of tl morning. Some people say that the quiet hour of mid-night is the best tim for working. Several great thinkers say that they can write best only whe they burn the mid-night oil. Yet it is true to say that few men have a cle brain at mid-night when the body needs rest and sleep. Those who work that time soon ruin their health. Bad health must, in the long run, have a ba effect on the quality of their work.

Read the above passage and answer the following questions :—

(i) Why is early rising better than rising late ?

(ii) What has a man who has to work till late hours in the evening to forgo ?

(iii) Why do some thinkers burn the mid night oil ?

(iv) What is the disadvantage of working at mid-night when nature wants the body to rest ?

(v) Explain the phrases 'in the long run', burn the mid night oil'

14 Penicillin is one of the most useful drugs invented by man With its help we can heal wounds caused by bacteria which cannot otherwise be healed To begin with, very few people knew of this wonderful discovery and its uses First scientists and then ministers of governments were interested in it. Since penicillin could save the wounded soldiers, it could be helpful in war And so they all decided to encourage the process of its manufacture Vast factories were set up for preparing it. Lives of hundreds of thousands of soldiers were saved with its help

Penicillin, when introduced into the stream of the human blood acts as an aid to those parts which are always fighting the deadly germs It has not power over every kind of bacteria , but certain kinds are destroyed by penicillin in the great majority of cases

Read the above passage and answer the following questions —

(i) What are the chief uses of penicillin ?

(ii) How does penicillin act in the human body ?

(iii) Can penicillin destroy all kinds of germs ?

(iv) In what way could penicillin be helpful in war ?

(v) Give the opposite of encourage , destroyed

15 Jawaharlal Nehru, our former Prime Minister, had time and again emphasised that India must try to bring about a socialistic pattern of society But we may ask what is meant by this 'socialistic pattern of society'? Is it just another name for communism ? The answer is —No There is a vast difference between the Russian notion of communism and our ideal of socialistic pattern Whereas in Russia, every form of enterprise is in the hands of the Government, in India, individuals will always be allowed to carry on private business Besides, we hope to bring about this new socialistic pattern slowly and steadily It will be a kind of 'bloodless revolution'

Read the above passage and answer the following questions —

(i) What had Jawaharlal Nehru told us again and again ?

(ii) What is the difference between the 'socialistic pattern o. society' and Russian communism ?

(iii) How will this socialistic pattern of society' be brought out ?

(v) What is meant by bloodless revolution ?

16. Too much importance must not be attached to the wrong acts done by children, particularly if they happen to be of a minor nature. Many boys and girls at a younger age are likely to be in the habit of stealing, neglecting their studies, slipping out of their classes, or using bad language. In nearly every case, the root cause of the trouble is the fact that proper care of the child is not taken in the house, or sufficient interest is not shown in him. But if the parents were wise, they would correct the faults of their children by paying more attention to them. Whatever the case, one thing should never be done. The bad things in the children should never be repressed, that is, they should not be compelled to change for the better under fear of the rod. Physical punishment does not improve them. It only makes them worse than before.

Read the above passage and answer the following questions :—

(i) What do boys and girls at a young age do ?
(ii) What is the root-cause of their misbehaviour ?
(iii) What is the duty of a wise parent ?
(iv) Why should not a rod be used to make the children better ?
(v) What is the one thing that should never be done ?

17. Dr. Carver was an American Negro slave, who by dint of his ability became a scientist and educator of world-wide fame. A national monument has now been erected to honour him. This monument has been built at his birth-place in the United States of America. Carver's life and achievements prove the American saying : "You can't keep a great man down." From childhood he showed qualities which gave promise of his genius. He would get up before sunrise to study the wonders of nature before the break of dawn in the east. His guardians wanted to educate him but were too poor to do so. So he left home. He was hardly 10, and began to work at small jobs to earn a little money for his school expenses. He continued to do so even when he was at college. Thus he passed his M.Sc. examination and became a professor. There he wrote several books on scientific subjects. His chief desire was to do the greatest good to the greatest number of people. He left all his life's savings to found scholarships for research in Agricultural Chemistry, for this research, he knew, was bound to benefit farmers all over the world. Though world-famous, he never felt proud of his discoveries. "I discovered nothing," he once said, "I am God's agent—the instrument through which He works."

Read the above passage and answer the following questions :—

(i) How does Dr. Carver's life prove that "you can't keep a great man down ?"

(ii) What can you say about the early life of Dr Carver ?
(iii) How can you show that he was a great lover of mankind ?
(iv) Is there anything to prove that he was humble ?
(v) What was the chief desire of Dr Carver ?

18 "My dear boy," said my companion, with a smile, "Do you know that you are talking in the way in which most of the people of the world generally talk ? Of course, I desire that people should be better and happier, myself among the number But how am I to set about it ? Most people's idea of being better and happier is to grow richer and make other people serve them They want more things to eat and drink and wear , they want success and honour and power and position Nothing is more unwise and laughable than ordinary people s aims and ambitions I don't want people to be only richer and more prosperous Wealth and the pleasures of the world and the good things of life do not make one truly happy In the long run, these lead to moral evils I want them to be simpler and more honest and more loving and sacrificing Then alone will they be happy and make others happy "

Read the above passage and answer the following questions —

(i) What do most of the people of the world want ? Why ?
(ii) What effect do these things produce on them ?
(iii) How can true happiness be found ?
(iv) What does the writer think of the common man's aims ?

19 Some people think that the aim of education is merely to give knowledge These people want students to read books and do nothing else but add to their knowledge Others believe that knowledge alone is not enough , only that which enables a man to earn his living can be called education Such people think that bread is more important than anything else Still others believe that education should aim solely at making good citizens and good patriots All these people see only one of the several purposes of education As a matter of fact education should aim at all these three things together It should give men knowledge, make them self reliant and able to serve others Education should not produce citizens who while they love their own freedom, take away the freedom of others It should produce men who love their own country but who do not want to harm other countries

Read the above passage and answer the following questions —

(i) What do some people think to be the aim of education ?
(ii) What do others think about it ? Why ?
(iii) What do still others think ?
(iv) What is the true aim of education ?

(v) What kind of citizens should education produce ?

20. Experiments are sometimes made by experts to find out how many errors people do make in their statements. Here is one experiment which was tried. Some students at a university were shown on a screen a picture of a bull-fight. They were then asked to write a short account of what they had seen. When this was finished they were told to put number on every statement made—1. if they were fairly sure about it, and 2. if they were prepared to swear to the statement on oath. Every student had at least ten per cent errors in the statement he was prepared to swear to on oath, and considerably more than ten per cent in the other group. Here, for example, was one mistake. A student saw the bull had its tongue out. Yet when he was shown the picture again, he saw that the bull's mouth was closed, but that, because its head was turned to the side, the ear looked like the tongue. So whenever you are arguing with someone about a point, remember that there is quite a good chance that you are wrong, however confident you feel about it.

Read carefully the above passage and answer the following questions :—

(i) Suggest a suitable heading for the passage.
(ii) What was the objective of the experiment tried on the university students ?
(iii) What were they shown on the screen ?
(iv) What were they asked to do after the screening ?
(v) What was the extent of error in their statements ?
(vi) Give one example of a mistake in the statements.
(vii) What moral lesson can we draw from this experiment ?

21. A few years ago mosquitoes, flies, ticks, fleas, and related biting and blood-sucking insects were considered by most people to be unworthy objects of serious study, but it is now known that they are most important factors in the spread of diseases, especially in tropical countries. It has been established by many investigators that these creatures are the sole agents of inoculation into man of the germs of malaria, yellow fever, sleeping sickness, plague, typhus fever, recurrent fever and other maladies which have brought suffering and death to millions of people. In most cases they are not merely mechanical bearers of disease germs from one victim to another, for if that were so the problem of discovering the part they play would be relatively simple. Usually their bodies are breeding places of microscopic organisms which they suck from the blood of one victim—beast or man—and these parasites are afterwards injected into other victims. Insects have thus been shown to be intimately related to the life of man ; and a branch of study which was

formerly considered to be of purely zoological interest has proved to be closely connected with practical problems of finding the cause and the cure for several human diseases This branch of study is known as bacteriology

Read carefully the above passage and answer the following questions —

(i) How are insects intimately related to the life of man ?
(ii) Why has the study of biting and blood sucking insects become very important ?
(iii) Do these insects cause disease just by biting or by injecting germs into a man's blood ?
(iv) What does one study in bacteriology ?
(v) Suggest a suitable heading for the passage

22 It is not always easy in company to speak frankly and if you don't want to be considered a bad-mannered person, you have to watch constantly for signs It is not easy, for example, to listen for long to any person Try in company to take only a fair share of the conversation If there are two of you, take half of it.When you have said a little, keep quiet, and give your friend a chance to say something If he does not talk, he probaby does not want you to talk either Many a young man or woman talks away, thinking the company is delighted to hear him or her and everyone is really exhausted and angry Don't think you can say unpleasant things about someone behind his back and not be found out It is surprising how the remarks usually find their way to the person with your name attached, so to speak Whatever you say, always asume that the person may overhear, and modify your remarks accordingly All experienced people act in this way

Read carefully the above passage and answer the following questions —

(i) Suggest a suitable heading for the passage
(ii) Mention two characteristics which belong to a bad-mannered person
(iii) What good manners should you observe when you are in company ?
(iv) Why shouldn t one say unpleasant things about someone behind his back ?
(v) What is foolish about the behaviour of a young man or woman who "talks away" all the time ?

23 A little while ago an Eastern king friendly to England, King Zahir Shah of Iran, paid a visit to London to see what Western civilization was like He was taken to see tanks at Lulworth and bombing aeroplanes at Hendon , he was given a trip in a submarine and allowed to fire a torpedo off Spithead but nobody took him to see the leading English poet or indeed any

poets or painters or musicians or makers of beautiful things. Nor was he taken to visit any scientists or philosophers. Three hunded years from now the Iranians reading about his visit in their history books will think that the English must have been a very warlike nation who were not interested in the things of peace, and did not care enough about their civilization to want to show it off to visitors. It is, in fact, true that we are prouder of our battleships than of our poets, and spend far more money in destorying people in war than in making them happier and wiser in peace. And what is true of England is just as true of the other countries. So long as the nations go on like this, it only wants another match to set the hayrick alight and it will blaze again. And so destructive has modern war become that another blaze will probably burn up civilization altogether.

Read carefully the above passage and answer the following questions :—

(i) Why did the Iranian king pay a visit to London ?

(ii) What were the things shown to him during his visit ?

(iii) What picture of Western civilization would these things give to an outsider ?

(iv) Which persons, according to the writer, represent the true picture of a civilization ?

(v) How are the people of the world likely to destory civilization altogether ?

(vi) Suggest a suitable title for the passage.

24. There was a time when all homework was done by the women and girls of the household. Few husbands ever dreamt of washing up, preparing breakfast or tending the baby ! Such duties were no concern of theirs. Any normal schoolboy assumed that if help were needed in the home, his sisters would be called on to give it, and the whole family supported the view that the males should not—or could not—clean, mend, wash, cook or make beds.

Things are very different today. Doctors or barristers find nothing undignified or shameful in putting on an apron to help in the kitchen or nursery and even boast of their superior organisation of the washing of dishes of the household or personal linen. The schoolboy is more often than formerly expected to help his mother. One reason for the change is the shortage of domestic servants. Girls could once be found to do the hard work in middle and upper class homes for very moderate wages ; such girls can now-a-days earn in factories in a short working day more money than most householders can afford to pay. Thus the wife now does the house-work herself with the aid of labour-saving equipment ; and she expects some help from her husband.

Read the above passage and answer the following questions —

(i) What was the practice in the past regarding house-work ?
(ii) How has it changed today ?
(iii) What is the reason for this change ?
(iv) Why don t girls like to do household jobs these days ?
(v) Suggest a suitable title for the passage

25 One of the most famous monuments in the world, the Statue of Liberty, was presented to the United States of America by the people of France The great statue which was designed by the sculptor Auguste Bartholdi took ten years to complete The actual figure was made of copper supported by a metal framework which had been specially constructed by Eiffel Before it could be transported to the United States, a site had to be found for it and a pedestal had to be built. The site chosen was an island at the entrance of the New York Harbour By 1884, a statue which was 151 feet tall, had been erected in Paris The following year, it was taken to pieces and sent to America By the end of October, 1886, the statue had been put together again and it was officially presented to the American people by Bartholdi. Ever since then the great monument has been a symbol of liberty for the millions of people who have passed through New York Harbour to make their homes in America.

Read the above passage and answer the following questions —

(i) Where is the Statue of Liberty exactly installed ?
(ii) By whom was it presented to the United States of America ?
(iii) Which parts of the monument were built in Paris ?
(iv) Why was the Statue taken to pieces ?
(v) Of what has the great monument been a symbol ever since its erection ?
(vi) Pick out *three different phrases* used in the passage to describe the Statue of Liberty
(vii) Suggest a suitable title for this passage

26 Village swaraj is that it is complete republic , independent of its neighbours for its vital wants, and yet dependent for many others in which dependence is necessary Thus the first concern of every village will be to grow its own food crop and cotton for its clothes It should have a reserve for its cattle, recreation and playgrounds for adults and children Then if there is more land available, it will grow usually money crops, thus excluding *ganja*, tobacco, opium and the like The village will maintain a village theatre, school and public hall It will have its own water works ensuring clean supply This can be done through controlled wells and tanks Education will be conducted on a co-operative basis There will be no castes such as we

have today with their graded untouchability. Non-violence with its technique of Satyagrah and Non-co-operation will have the sanction of the village community. There will be a compulsory service of village guards who will be selected by rotation from the register maintained by the village. The government of the village will be conducted by the Panchayat of five persons annually elected by the adult villagers, male and female, possessing minimum prescribed qualifications.

Read the above passage carefully and answer the following questions :—

(i) In what way is village swaraj complete republic ?
(ii) What will be the first concern of every village ?
(iii) If there is more land available, what will the village do ?
(iv) How will the village ensure supply of clean water ?
(v) What sort of non-violence will have the sanction of the village community ?
(vi) What sort of compulsory service will there be in the village ?
(vii) How will the government of the village be conducted ?
(viii) Give the opposite of : compulsory ; minimum.

27. A certain king once fell ill and doctors declared that only a sudden fright would restore him to health but the king was not a man for anyone to play tricks on, except his fool. One day, when the fool was with him in his boat, he cleverly pushed the king into the water. Help had already been arranged and the king was drawn ashore and put to bed. The fright, the bath and the rest in bed cured the diseased king ; but he was so angry with the fool that he turned him out of the country. The fool returned, however, and the king ordered him to be put to death. Saying privately that he would only repay fright with fright, he directed the executioner not to use the axe but to let fall a single drop of water on the fool's neck. The fool was led to the gallows. The executioner dropped a drop of water on the fool's neck, and amidst shouts and laughter, the fool was asked to rise and thank the king for his kindness. But the fool never moved : he was dead—killed by his master's joke.

Read the above passage and answer the following questions :—

(i) How could the sick be cured ?
(ii) Who alone could afford to play tricks on the king and why ?
(iii) What did the fool do in the boat ?
(iv) What cured the sick king ?
(v) Why did the king turn the fool out of is country ?
(vi) How did the fool meet his end ?
(vii) Did the king really want the fool to die ?

(viii) Pick out the expressions used in the passage which mean the same as
(a) a shock, (b) brought out on the bank,
(c) exiled him, (d) sentenced him,
(e) give tit for tat (f) a place meant for execution

28 It was very hot in the small court room and everybody was feeling sleepy After a tiring morning, the clerks were anxious to get off to lunch and even the judge must have felt relieved when the last case came up before the court A short middle aged man with grey hair, and small blue eyes was now standing before him The man had a foolish expression on his face and he kept looking around stupidly as if he was trying hard to understand what was going on The man was accused of breaking into a house and stealing a cheap watch The witness who was called, did not give a very clear account of what had happened He claimed to have seen a man outside the house one night, but on being questioned further, he confessed that he was not sure whether this was the man The judge considered the matter for a short time and then declared that as there was no real proof, the man could not be found guilty of any crime He said that the case was dismissed and then rose to go Meanwhile, the accused looked very puzzled It was clear that he had not understood a thing Noticing this, the judge paused for a moment and then the man said suddenly, 'Excuse me, Sir, but do I have to give the watch back or not ?'

Read the above passage and answer the following questions —

(i) 'The judge must have felt relieved when the last case came up' Why ?
(ii) Give a description of the man facing the judge in the last case
(iii) What was the charge against the man ?
(iv) What was the reason for the dismissal of the case ?
(v) Was the man facing the trial 'innocent or 'guilty' ?
(vi) Suggest a suitable title to the passage
(vii) Pick out words from the passage which mean the following —
(a) 'To admit that one has done wrong',
(b) 'The person charged in a criminal case'
(viii) Use any *two* of the following words in sentences of your own — puzzled stupidly, guilty

29 The cinema is an outstanding wonder of the modern age It is not only a means of entertainment but it is also in many ways an education in itself

The cinema is a very valuable teaching aid. Historical films help the teacher of History. A couple of hours spent in the company of historical characters dressed in the costumes of the period can teach us far more than we can learn from a whole week's study of a history book.

Science can be taught very effectively through films. There are educational film companies which devote their time to the filming of the habits and customs of animals, insects, fish, germs, and numerous other branches of scientific life. We can see the hatching of the eggs of fish and their gradual development into large fish ; we can watch the increasing activity of many kinds of germs and their effect on water, milk or blood. We can watch the opening and closing of flowers and leaves, and the growth of grass and weeds. All these actions and movements are greatly magnified on the screen. Such pictures are intensely interesting and are a very great help in the cause of education.

Read the above passage and answer the following questions :—

(i) What are the two great advantages of the cinema ?
(ii) How do historical films help the teacher of History ?
(iii) How can science be taught very effectively ?
(iv) What do educational film companies do ?
(v) How are the actions and movements of animals and insects shown on the screen ?
(vi) Suggest a suitable title for this passage.

30. Freedom has assuredly given us a new status and new opportunities. But it also implies that we should discard selfishness, laziness and all narrowness of outlook. Our state of freedom implies toil and new values for old things. We should so discipline ourselves as to be able to discharge our new responsibilities satisfactorily. If there is any one thing that needs to be stressed more than any other in the new set up, it is that we should put into action our full capacity, each one of us, in productive effort—each one of us in his own sphere, however humble. Work, increasing work should be our watchword. Work is wealth and service is happiness. The greatest crime in India today is idleness. If we root out our idleness, all our difficulties including our conflicts will gradually disappear. Whether as a constable or as a high official of the state, whether as a businessman or industrialist or artisan or farmer, we should all discharge our obligations to the state and contribute to the welfare of the country. Honest work is the sheet-anchor to which if we cling, we shall be saved in spite of every danger or difficulty. Honest work is the fundamental law of progress.

Read the above passage, and answer the following questions :—

(i) What has freedom given us ?

(ii) What does freedom imply ?
(iii) What should be our watchword ?
(iv) What is the greatest crime in India today ?
(v) What is the fundamental law of progress ?

CHAPTER XLVI

PRECIES-WRITING AND SUMMARIZING

313 We are sometimes required to write the *substance* of something we have heard or read, in other words we are required to give in our own words a *summary* of the given passage or speech It must be remembered that in writing the summary of a passage, *we have to give only essential points and leave out all unnecessary details*

Rules for Writing the Summary of a Given Passage

314 The following rules should be borne in mind —

1 Read the passage several times until its general meaning is quite clear
2 Read again, making brief notes of the points which seem to be essential
3 Read the passage again, in order to make sure that nothing essential has been omitted in your notes
4 Revise the notes, cutting out any matter which still seems unessential, e g , illustrations, details, repetitions, quotations, questions
5 Avoid any comments or ideas of your own.
6 Express in simple prose whatever is expressed in difficult or poetic language
7 Write out the summary from your notes in short and clear sentences. It should be written in reported speech and in the past tense The words and expressions of the original should rarely be used
8 Write out a fair copy, removing all mistakes in spelling, grammar, punctuation, etc
9 The length of the summary should be about one third of the original length If you are asked to give the summary in a certain number of words, then of course keep within that limit.

How to Find out Suitable Headings or Titles

315 If the given passage has no heading, one should be supplied to the summary The title should be such as sums up in a *word*, a *phrase* or a *clause* the main subject of the passage While reading the passage, you should mark some word or phrase that suitably expresses the main theme of the passage This will be the heading or title you want.

Some Passages Summarized

316. Study carefully the following examples which will tell you how to summarize a passage :—

Example 1

The best friend a man has in this world may turn against him and become his enemy. His son or his daughter that he has reared with loving care, may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name, may become traitors to their faith. The money that a man has he may lose. It flies away from him perhaps when he needs it most. The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous, is his dog.

Heading. The Dog—the Most Unselfish Friend of Man.

Main Points

1. The best friend of a man may turn against him.
2. His sons and daughters may prove ungrateful.
3. His relatives may betray the trust reposed in them.
4. He may lose all the money he has.
5. The unselfish dog never proves unfaithful to him.

Summary. A man may lose all his money. His friends may desert him. His sons and daughters may prove ungrateful. His relatives may become traitors. But the unselfish dog will ever stand by him.

Example 2

There were no tears in the King's eyes. He looked at all his courtiers with great affection, but his mind was made up. He took off his royal robes and dropped them gently on the ground. The Chief Minister picked them up tenderly and kissed them and sobbed like a child. Then the King took off his crown and held it in his hands. He raised his eyes to heaven and said, 'O God, I give back to Thee the gift of kingship which Thou had bestowed upon me. I love my subjects, but I love humanity more.' Then he addressed his courtiers and said, 'My friends, I go into the forest to pray for the rest of my life in order to find peace of mind. I sincerely hope that he whom you choose as your next king will be just and merciful. One day I'll return to you, not as your king but as your servant, the servant of all human beings.' He dropped the crown, which rolled down the steps of the throne. In perfect silence he walked out the hall.

Heading. The King's Renunciation.

Main Points

1. The king, with tearless eyes, took off his royal robes and laid them gently on the ground.
2. Then he took of his crown.

3 Turning to the courtiers the king said that he was going into the forest to pray for the rest of his life in order to find peace of mind and that one day he would return, not as their king, but as their servant, and the servant of mankind
4 He dropped the crown and walked silently out of the hall

Summary The king was determined to renounce the throne He calmly took off his kingly garments and then the crown He did not love his subjects less but humanity more He told his courtiers that he was going into the forest to pray for peace of mind, and that one day he would return, not as their king, but as the servant of humanity Saying this, he silently left the hall

Example 3

A certain number of ladies and gentlemen from the United States of America came out to India on a pleasure trip Among the many cities that they visited Calcutta was the one that left an impression on their minds which lasted for a long time They arrived at Calcutta—the biggest city in the country—about the middle of the month of October in the year 1929 At this time of the year almost all the Hindus in the Presidency of Bengal are busy with Durga Puja ' The party of Americans saw that a great many of the shops were closed Almost all government offices, schools, and colleges were also closed on account of Durga Pujah holidays On the last day of these holidays the tourists were amazed to see an extraordinarily large crowd of men women and children, consisting of more than a hundred thousand individuals forming a procession and following a big idol which appeared to be made of silver and bedecked in jewels which must have a cost a very large sum of money This was the idol of the Goddess Durga. The Americans took a very keen interest in the procession which impressed them deeply They expressed their great and sincere admiration for the devotion and faith of the worshippers of the Goddess Durga But they could not understand why such a beautiful idol, which had cost the Bengalis so much money, and which they held in high esteem, should have been thrown into the river Hooghly

Heading Immersion of the Idol of the Goddess Durga into the Hooghly

Main Points

1 In October 1929, during the Pooja holidays, a party of Americans visited India
2 At Calcutta on the last day of the Pooja holidays, they saw a big procession consisting of a million of Bengalis following a big idol of the Goddess Durga
3 The Americans were impressed by the sincere devotion of the Bengalis
4 But they could not understand why they threw such a precious idol, esteemed so much by them, into the Hooghly -

Summary Some American tourists who visited Calcutta during the Pooja holidays in 1929 were amazed to see on the last day a big procession

of the Bengalis following a big idol of the Goddess Durga. Though greatly impressed by their sincere devotion, they could not understand why such a precious and esteemed idol should have been thrown into the Hooghly.

Example 4

A man may usually be known by the books he reads, as well as by the company he keeps for there is a companionship of books as well as of men; and one should always live in the best company whether it be of books or of men.

A good book may be among the best of friends. It is the same today that it always was, and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always receives us with the same kindness, amusing and instructing us in youth , and comforting and consoling us in age. —*Smiles.*

Heading. The Companionship of Books.

Main Points

1. A man's character is known by the books he reads.
2. One should always read the best books.
3. A good book is the best friend of man. It never changes.
4. It is the most patient and cheerful of companions. It remains with us in prosperity and in poverty.
5. It amuses and instructs us in youth and consoles us in old age.

Summary. As books, like friends, determine the character of a man, he should read the best books. A good book is his most patient, constant and cheerful companion, ever remaining with him in times of distress, ever instructing him in youth and consoling him in old age.

Exercise 185. *Summarize each of the following passages in about one-third of its original length. Also give a suitable heading to each :—*

1. An elephant does not work mechanically, like many other animals. He never stops learning, because he is always thinking. Not even a really good sheep-dog can compare with an elephant in intelligence. I do not believe that "an elephant never forgets," but I should scarcely be surprised if he tied a knot in his trunk to remember something, if he wanted to. His little actions are always revealing an intelligence which finds important solutions for new difficulties. If he cannot reach with his trunk some part of his body that itches, he does not always run it against a tree ; he may pick up a long stick and give himself a good scratch with that, instead. If he pulls up some grass and it comes up by the roots with a lump of earth, he will smack it against his foot until all the earth is shaken off, or, if water is handy, he will wash it clean, before putting it into his mouth. And he will extract a pill (the size of an aspirin tablet) from a tamarind fruit the size of a cricket ball in which one has planted it, with an air of saying : "You cannot kid me."

2 The name 'Eskimo' comes from the language of the northern Red Indians and means a person who eats raw meat It is an appropriate name because the Eskimos live mainly by hunting and fishing and in winter do not always cook animals they catch

This is because it is impossible to find any fuel for a fire in the icy waste they inhabit. The only form of fire they have is produced by burning the oil of seals or whales in shallow, saucer shaped lamps, made from pottery or stone These lamps are used primarily to give light but the Eskimos can also boil their meat and fish over them These foods are also frozen or dried

There is another reason why the Eskimos sometimes eat raw meat, in this way they get the greatest possible nourishment The Eskimos make up for the lack of vitamins from vegetables by eating kidneys and liver of their prey raw These organs have an abundant store of all the vitamins needed by the human body

3 One of the most inexplicable mysteries that has ever puzzled the selfish rich is their failure to find happiness where they had expected to find it. The bitterest disappointment that comes to people who have made fortunes is that their wealth did not bring the happiness which it promised, or anything like it They find that affections do not feed on material things, that the heart would starve in the midst of the greatest luxuries alone They find that, while money can do many things, it has little power to satisfy the heart yearnings the heart hunger How many women there are in palatual homes in this country who are starving for happiness and would gladly exchange all their luxuries for the love of a good man even if he had not a dollar in the world !

4 One of Napoleon's favourite maxims was "The truest wisdom is a resolute determination " His life, beyond most others, vividly showed what a powerful and unscrupulous will could accomplish He threw his whole force of body and mind direct upon his work Imbecile rulers and the nations they governed went down before him in succession He was told that the Alps stood in the way of his armies There should be no Alps he said and the road across the Simplon was constructed, through a district formerly almost inaccessible Impossible', said he, 'is a word only to be found in the dictionary of fools ' He was a man who toiled terribly, sometimes employing and exhausting four secretaries at a time He spared no one, not even himself His influence inspired other men, and put a new life into them 'I made my generals out of mud , he said

5 Neither wealth nor rank will ensure happiness Without love and charity and peace of mind you may be rich and great and powerful but you cannot be happy

There is a Persian story that the Great King being out of spirits consulted his astrologers and was told that happiness could be ensured by

wearing the shirt of a perfectly happy man. The country was searched in vain. No such man could be discovered.

At last a labourer coming from his work was found to fulfil the condition ; he was absolutely happy. But, alas! the remedy was far off as ever. The man had no shirt.

Sir, Walter Scott's last words to Lockhart on his death-bed were : 'Be virtuous—be religious—be a good man. Nothing else will be any comfort when you come to lie here.'

6. Each one of us must realize that the only future for India and her people is one of tolerance and co-operation which has been the basis of our culture from ages past. We have laid down in our Constitution that India is a secular state. This does not mean irreligion. It means equal respect for all faiths and equal opportunities for those who profess any faith. We have, therefore, always to keep in mind this visual aspect of our culture which is also of the highest importance in the India of today. Those who put up barriers between one Indian and another, and who promote disruptive tendencies do not serve the cause of India or her culture. They weaken us at home and discredit us abroad.

7. The unpunctual man is a general disturber of others, peace and serenity. Everybody with whom he has to do is thrown from time to time into a state of fever ; he is systematically late ; regular only in his irregularity. He conducts his dawdling as if upon a system ; always arrives at his appointment after time; gets to the railway station after the train has started; and posts his letter when the box has closed. Business is thus thrown into confusion, and everybody concerned is put out of temper. It will generally be found that the men who are thus habitually behind time are as habitually behind success ; and the world generally casts them aside to swell the ranks of the grumblers and the railers against fortune.

8. Debt makes everything a temptation. It lowers a man in self-respect, places him at the mercy of his tradesman and his servant, and renders him a slave in many respects, for he can no longer call himself his own master, nor boldly look the world in the face. It is also difficult for a man who is in debt to be truthful ; hence it is said that lying rides on debt's back. The debtor has to frame excuses to his creditor for postponing payment of the money he owes him ; and probably also to contrive falsehood. It is easy enough for a man who will exercise a healthy resolution to avoid incurring the first obligation ; but the facility with which that has been incurred often becomes a temptation to a second ; and very soon the unfortunate borrower becomes so entangled that no late exertion of industry can set him free.

9. The portrait which the great heathen Aristotle drew of the Magnanimous Man–in other words, the True Gentleman—more than two thousand years ago, is as faithful now as it was then. "The magnanimous man," he said, "will behave with moderation under both good fortune and bad.

He will know how to be exalted, how to be abased He will neither be delighted with success nor grieve with failure He will neither shun danger nor seek it, for there are few things which he cares for He is reticent and somewhat slow of speech, but speaks his mind openly and boldly when occasion calls for it. He is apt to admire, for nothing is great to him He overlooks injuries He is not given to talk about himself or about others, for he does not care that he himself should be praised or other people should be blamed. He does not cry out about trifles, and craves help from none."

10 Among all the gifts you can make a child there is none more conducive to his present and future happiness and content, none more likely to add richness to his life, than a book. Not a book, but the habit of reading Give him the habit of reading and you have done something for which he may well be thankful all his days.

Books should be the daily companions of a child s life And they ought not to be linked so closely with the school You don t want to create the idea that reading is a task, a lesson It's the fun, the good time, he can get out of reading that needs to be emphasized You want to make him enjoy reading so that reading will become a treasured part of his daily life , and there is nothing difficult about this.

11 Napoleon said that 'God is always on the side of the strongest battalions He is always on the side of the best prepared, the best trained, the most vigilant, the pluckiest, and the most determined If we should examine the career of most men who are called lucky, we find that their success has its root far back in the past, and has drawn its nourishment from many a battle in the struggle for supremacy over poverty and opposition We should probably find that the 'lucky man is a closer thinker than the unlucky' man that he has finer judgement, that he has more system and order , that his brain acts more definitely and concisely, that he thinks more logically, more vigorously and that he is more practical Life is not a game of chance The Creator did not put us where we would be the sport of circumstances, to be tossed about by a cruel fate regardless of our own efforts

12. There are charms in village life There is the peasant rising with the morning star glittering in the sky and turning his bullocks and buffaloes out to graze before sunrise After sunrise they are taken to the filed to plough Watch the peasent s wife milking her kine or grinding her corn ! Hear the lambs bleating and the birds chirping ! How fine the fields are looking ! While the peasant in his fields is working all day in sun or rain as if he plays on the lap of Mother Earth notice the house wives of the village with pots on their heads going to the village wells and thence bringing water for their homes all walking with slow, steady step in groups, talking to one another as they walk while the pots stand piled overhead firm like a column rooted in earth See too an evening group of villagers sitting in a temple or shop or village office and having their small talks about things in general

Yet it is true that there is a great deal to be done for our villages by way of education, sanitation, and modern methods of health and happiness.

13. There are still those devotees of sport who cannot support the emphasis laid on school games and for whom sport is a kind of religion.To them the sporting spirit is the finest attitude with which to face life since its possessor is very conscious of his obligations to the community. Yet the truth about the religion of sport is that it does not deliver the goods ; it fails to produce sportsmen. In actual fact, games have practically no effect on character, for a selfish man will play his games selfishly in spite of all that has been talked about the team-spirit, while a chivalrous man will be chivalrous in his games. Games afford an opportunity for showing the spirit within ; they are a vehicle for virtue or for vice ; and it is for this that we should value them, not as some miraculous process for making a bad man good or a crooked man straight. If we support the system of compulsory games, let it be for the right reason.

14. The most important thing is that we should have freedom of thought. This is not as easy as it sounds, for everyone likes to have this freedom for himself, but is not ready to give it to others when they express different opinions. This is particularly the case when the differences of opinion rise on such important matters as religion or politics. But if we refuse to let other people hold their opinions on these matters, and specially if we try to force them to accept our own, progress is impossible. If everyone went on thinking the same things as his ancestors thought, progress would come to an end because, as the Buddha said, "What a man thinks he becomes." So if we think exactly what our forefathers thought, we shall remain in the condition in which they were. Our thought depends a good deal upon what we read and what we talk about. Therefore, if we want to think new thoughts, we must try to study all sides of the topic that comes before us, and not be content only with what we read in newspapers or what others say.

15. Men are not made in the same mould, like a lot of bricks. It would have ill-suited the wants of the world, if it had been so. Consequently, even in the same country, men differ in dispositions and manners and opinions ; more probably, than they do in face and form. And between the people of different countries the contrast is even more striking. We have then also different sentiments, different aims, different ways altogether. It will always be so. So long as there are different circumstances there are bound to be different interests, different attachments and different habits. It becomes us, therefore, to cultivate a generous spirit of forbearance towards those, of whatever race, who may think and act differently from ourselves. We may be convinced that they are wrong, but if we know them to be sincere, we should still bear with them and give them credit for their sincerity.

16. It is the fashion nowadays to bewail poverty as an evil and to pity the young man who is not born with a silver spoon in his mouth ; but I

heavily subscribe to the doctrine that "the richest heritage a young man can be born to is poverty " I make no idle prediction when I say that it is that class from whom the good and the great will spring It is not from the sons of millionaires or the nobles that the world receives its teachers, its martyrs its inventors, its statesmen, its poets, or even its men of affairs It is from the cottages of the poor that all these spring We can scarcely read one among the few immortal names, that were not born to die, or who have rendered exceptional service to our race, who had not the advantage of being cradled, nursed, and reared in the stimulating school of poverty

CHAPTER XLVII

EXPANSION OF STORIES FROM GIVEN OUTLINES

317 The outline of a story is the basic framework of a story It is often just a skeleton outline It shows us some of the main facts of the story It gives us in brief what the story is like We have to fill in all the details relevant to the story and thus make up a readable story

Some Important Hints

318 The following few hints will tell you how to build up a story from a given outline —

1 Read the given outline carefully Note all the points Follow as strictly as possible the sketch provided
2 Be careful to connect as naturally as possible the various points given in the outline, so that the whole story may read as a piece of good composition But if you fail to connect one point of the story with another, you will not be able to write a good story Here you must use your imagination and bring in all such details as will add to the interest of the story
3 And remember that *dialogue* is helpful If you can tell your story partly by means of dialogue, so much the better But make your dialogue lively interesting and natural
4 The conclusion of a story is important. That story pleases most which has an ending that you hardly expected. So a bit of surprise at the end makes the story striking and interesting
5 If you are asked to give a title or heading to the story you may name it (*i*) after the main character, object or incident of the story, or (*ii*) after a proverb or well-known quotation illustrated by the story
6 Revise your writing and remove all mistakes in spelling, grammar, punctuation etc

319 Study carefully the following examples

Example 1

Clear pool in a forest — a stag drinking water — admired his horns — despised his thin legs — dogs arrived — the deer [illegible] r his life— horns

caught in bushes — caught— stag pulled down by dogs — his dying thoughts.

The Vain Stag

One day a stag was drinking at a pool of clear still water. As he drank he saw himself clearly reflected in the pool, as in a looking-glass. He could not help admiring his fine pair of branching horns. But he despised his thin, weak-looking legs. "My horns are my beauty", he said to himself, " but my thin legs look ugly." Just then he was startled by the sound of dogs barking, and the crashing of horses through the forest. At once the stag ran for his life, the hunters following him in full cry. The stag, however, was swift and left the hunters far behind him. But just as he was escaping, his horns caught in the bushes. The dogs were at once upon him, and pulled him down. As the stag lay dying, he thought , " My legs, which I despised, would have saved me ; it was my horns, which I admired, that caused my death."

Example 2

A king had a clever jester— a favourite of the king's— made jokes about the courtiers — offended the king — condemned to death — begged the king for mercy — allowed to choose the kind of death he would like to die— said, "I choose, Your Majesty, to die of old age" — the king pleased — pardoned him.

The Clever Jester

Once there lived a King who had a favourite jester at court.The King liked him very much, for he used to make the King roar with laughter at the jokes he made about the courtiers and sometimes even about the King himself. But one day he went too far, and said something which made the King so furious that he shouted : "Rascal ! You must die." The poor jester fell at the King's feet and begged for mercy. The King was moved to pity and said to the trembling jester : "Die you must, but I can grant you one favour ; you may choose the manner of death. " The shrewd jester saw his chance and bowing low before the King, he said : "Thank you, Your Majesty ! *I choose to die of old age.*" This witty answer so pleased the King that he pardoned the jester.

Example 3

A clerk comes late to office asked by the manager why he was late— said his watch was slow— the manager replied, "Either you must get a new watch or I must get a new clerk".

A Poor Excuse

A manager who had several clerks under him found that one of them was in the habit of coming late to office. He wanted to cure him of this bad habit.

One day the manager came to the office at the exact time and began to do the important work of signing papers, documents, cheques, etc The clerk came late as usual The manager said to him "Why are you late ? It is now half past ten ? Don t you feel that by coming late you have upset my whole programme ? " The clerk replied, "I am very sorry, Sir My watch must be slow So you can realize that I am really not to blame for this, for this is the fault of my watch " "True", said the manager sharply, "but either you must get a new watch or I must engage a new clerk "

Example 4

A bee — falls into a tank — a dove flies past — drops a large leaf into the water — the bee climbs on the leaf — flies away — a boy takes aim at the dove — the bee stings— the dove is saved

Kindness Rewarded

A bee went to a tank to quench its thirst, and tumbling in, was almost drowned A dove that happened to pass that way saw the danger the bee was in. It hastened to a neighbouring tree and, plucking off a leaf, dropped it into the water before the bee The bee climbed on to the leaf, dried its wings, and flew away to its hive full of gratitude to the dove that had saved its life

A few days later the same bee, while returning to its hive after a hard day's work, saw a cruel boy taking aim at the dove sitting upon the branch of a tree At once the bee flew to the wrist of the boy and, just when he was going to shoot the dove, stung it The boy danced with pain while the dove realizing the danger to which it was exposed, flew safe away

Exercise 186 *Write out connected stories making use of the following outlines and give a suitable title to each —*

1 A cow — came to the manger for food — a dog in it — snapped at her — can t eat hay himself — wouldn't allow the cow to eat.

[You may begin like this — A cow came to her manger to eat hay But she could not get it for a dog that lay in the manger snapped at her]

2 A fox caught in a trap — escaped with loss of tail — hated to be laughed at — called a meeting of all the foxes — said they would be better without tails — they would not be caught in traps — an old fox — wanted him to show his tail

[You may begin like this — A fox was caught in a trap He tried hard to get away, and at last his tail came off He was free but he had no tail]

3 Dispute between the sun and the wind — which is the stronger —

wind blows — traveller clasps his coat tighter — sun shines — traveller takes coat off — conclusion.

4. Hot summer day — a fox very thirsty — sees grapes hanging over a garden wall — jumps but cannot reach — jumps again and again but fails to reach every time — grapes sour.

5. A tiger caught in a trap — a Brahman takes pity on him — sets him free — the tiger wants to eat him up — the Brahman begs for his life— the tiger not moved — a jackal comes up — cleverly puts the tiger again in the cage— moral.

6. Wolf eating his prey — bone sticks in his throat — howls for aid — a crane inserts his long beak— bone taken out — reward claimed— wolf laughs — crane's head might have been bitten off — thank God that your life has been saved.

7. A man has a hen which lays a golden egg every day — the man collects ten eggs in ten days — then he gets impatient — wants to become rich overnight — kills the hen — moral.

8. A boy is small and weak — poor at games — is ridiculed — his companions — resolves to be in the first eleven— practises in secret— gets a chance to play a match — everybody laughs — but the boy's fine performance brings victory to his school — moral.

9. A vain jackdaw — picks up some peacock feathers — sticks them among his own— joins a party of peacocks — they fall upon him — moral.

10. Mice tired of a cat — hold a conference — many plans discussed how to protect themselves — a young mouse says, 'Let us bell the cat' — none comes forward — cat appears — all run for their lives — moral.

11. Robert Bruce, King of Scotland — repeated failures against the English— sad and gloomy — a cave — saw a spider climbing up to the roof — each time it reached the roof, it fell back —tried again and again — at last reached the roof — the King also tried again — won.

12. A house near the Ganges — father goes to another village — son in charge of the house — the river in flood — water, water everywhere — mother and sister in danger — a boat near the house — the boy saves the family.

13. A merchant riding home from a fair — a large sum of money with him — sudden heavy rainfall — merchant gets wet — grumbles — shortly after attacked by a robber — robber's attempt to shoot — failure — powder damp — the merchant escapes — *Moral. Good out of Evil.*

14. Gopal a poor boy— finds a purse containing five hundred rupees — owner's address on the purse — returns it to the owner — owner pleased — gives him a good job in his factory.

15 A man left his dog to guard his baby — goes out for hunting — a wolf comes — the dog kills it — the man returns in the evening — sees the dog's mouth covered with blood — kills his dog — moral

16 A wounded general — terribly thirsty— soldiers bring him a cup of water — about to drink — sees a wounded soldier near by looking at the cup with longing eyes — says 'Give the cup to the soldier' — himself dies of thirst.

Exercise 187 *Construct readable stories from the outlines given below and give a suitable title to each* —

1 An old Brahmin — had five sons — quarrelsome — was very much pained to see this — advised them many a time in vain — the old Brahmin on his deathbed — summoned all his sons— asked the eldest to bring a bundle of sticks— the bundle tied with string — no son could break it — the sticks loose — easily broken — the Brahmin's advice to his sons — moral

[You may begin like this — An old Brahmin had five sons who constantly quarrelled among themselves He was very much pained to see all this He was anxious to leave behind a united family So when his end drew near, he called all his sons together and asked the eldest to bring a bundle of sticks]

2. A lion asleep — a little mouse gets on his body— the lion forgives him — some months afterwards — the lion caught in a net — the mouse cuts the cords of the net with his teeth — the lion free — both happy

[You may begin like this — A lion was sleeping in his lair, when a mouse not knowing where he was going, ran over the mighty beast's nose and awakened him "I could crush you with my paw," said the lion ..]

3 An old farmer had five sons — all good for nothing — the farmer very anxious about them — the farmer on his deathbed — summons his sons — tells them a considerable treasure lies buried in the long neglected fields — then his breath fails him — the farmer dies — the sons at work in the fields — dig hard — find no treasure — learn to work — rain comes — sow the seed — a rich harvest — get the treasure now

[You may begin like this — An old farmer, who had five sons, was very worried to see them spending their time in doing nothing useful He was very anxious to teach them the value of honest labour Therefore, when he was on his death bed, he called all his sons together, and said, "My children, I am now departing from this world but all my treasure lies buried in my long-neglected fields " ..]

4 The lion King of Beasts — kills many animals — all animals terrified — hold a meeting — decide to send one animal to the lion every day — lion agrees — the turn of the hare — arrives late — tells there is another

lion in the forest — wanted to seize and kill him — hare takes the lion to a deep well — the lion sees his reflection — thinks there is another lion in the well — jumps on.

5. Twelve weavers — start on a journey — cross a river — count themselves — each (forgetting himself) counts eleven — all worried at the loss — a passer-by agrees to produce lost man — gives each a blow with shoes — counts twelve.

6. Two friends travelling on a forest — a bear appears — one hastily climbs up a tree — the other lies down motionless— the bear sniffs — prowls off — the friend on tree climbs down — enquires from the other — 'Don't trust a false friend' was the reply — moral.

7. A little girl playing with matches — her dress catches fire — her brother sees the danger — he picks up a blanket and wraps it tightly round her — the flames are smothered — the life of the girl saved — presence of mind.

8. Radha, a rich man's little daughter— Govind, a poor man's son — the children play together — the girl falls into a pond — saved by Govind at great risk — the girl's father very grateful — sends Govind to school and college — a graduate — made a partner in father's business — marries Radha.

9. A rich merchant robbed by three dacoits in a forest — one of the robbers sent to a nearby village to buy sweets and wine — the other two decided to kill him on his return — they wanted to deprive him of his share of the booty — he too thought of killing his companions and keeping the entire booty to himself — made his purchases — mixed some poison in the wine — was killed by his companions — they took the poisoned wine and died.

10. A village boy — daily takes sheep out for grazing — gets tired of work — shouts wolf !' as a joke — villagers rush to help — find no wolf — boy laughs at them — plays the same joke again — villagers angry — at last wolf really comes — boy shouts — villagers take no notice — result.

11. A slave runs away from his master — sees a lion crying in pain — slave takes out the thorn from lion's paw — a few months later slave is caught— ordered to be thrown before a hungry lion — lion rushes at him — licks his face — remembers kindness — lion and slave both set free.

12. A father has only one son — pained to see him in evil company — tries to wean him from his evil ways — purchases a dozen mangoes — most tempting —"shall be yours tomorrow" — puts a rotten mango in their midst — next day — boy complains — all mangoes rotten — father's reply — moral.

CHAPTER XLVIII

LETTER-WRITING

320 All of us are required, every now and then, to write letters, either to our friends or on business The various types of letters that we are usually required to write in our everyday life are give below

I Private or Friendly Letters

321 **Private or Friendly** letters are those that are written to friends, relatives, or acquaintances They are, therefore, written in a free and easy manner Their style is chiefly conversational They are like friendly talks touching upon many private or familiar topics

To write a good letter of this kind, the best thing to do is to imagine that your friend to whom you are writing is sitting near you and then put down just what you would like to say to him In this way, you will be able to write an interesting and natural letter

322 In writing letters you must attend to the following points of form —

1 **The Heading** The *Heading* consists of (a) the writer's address, and (b) the date Write your own address at the right-hand of the top of the page, and put the date just below it For example —

12 Barakhamba Road
New Delhi
January 23, 1994

Note — The date should be written as follows —

23rd January 1994 or January 23 1994

Do not write 23-12-1994, which is not pretty to look at and not polite Notice also that it is better to write *23rd January 1994* than *January 23rd, 1994*

2 **Greeting or Salutation** After you have written your address and the date, go to the left hand side of the paper and write the *Salutation* The form of *greeting* will depend upon the relation in which you stand to the person to whom you are writing

(i) To the members of your family, for example, it will be —
My dear Father My dear Mother Dear Uncle, Dear Aunt, Dear Harish Dear Lila etc

(ii) To friends it will be as follows —
Dear Mr Ghose Dear Ghose Dear Seth, Dear Gupta My dear Raman etc

3. Body of the Letter. This is, of course, the main part of the letter. It should be written in a natural and easy style. It should be divided into paragraphs, if the letter is long. The language used should be simple and direct.

4. Leave-taking or **Subscription.** When you have finished your letter, at the end of it, write the word of leave-taking at the right-hand side of the letter, with your name below it thus :—

Yours sincerely,
Harish

5. Address on the Envelope. This should be written very clearly, thus :—

Shri S.R. Goyal,
52 Chandni Chowk,
Delhi—110006

323. In writing private letters to relatives, begin and end as follows :—

Begin :	End :
My dear Father,	Your loving son,
My dear Mother,	Your affectionate son,
Dear Brother,	Your loving brother,
My dear Uncle,	Your affectionate nephew,
My dear Aunt,	Your loving nephew,
Dear Satish,	Your affectionate brother,
Dearest Sister,	Your affectionate brother,
My dear Lila,	Yours affectionately,

324. In writing friendly letters to *intimate friends,*

Begin :	End :
My dear George,	Yours very sincerely,
Dear Ahmed,	Your sincere friend,
Dear John,	Sincerely yours,
Dear Friend,	Ever yours,

Or, if the friend to whom you are writing happens to be a very near and dear friend of yours, you can use some such form as this :—

With love and best wishes,
From your affectionate friend,
Krishnan

325 When we write to *friends* or *acquaintances* who are much older than ourselves and are not related to us we must begin as—*Dear Mr Robson*, or *Dear Mrs Robson* and end as —

With kind regards,
Yours sincerely,
Kapil Rao

326 To a *stranger* we write—*Dear Sir,* if he is a gentleman , *Dear Madam* if we address a lady We sign ourselves—*Yours faithfully* or *Yours truly*

327 To *schoolmasters, schoolmistresses, college principals,* and *professors,* we must write—*Sir* or *Madam* (not *Dear Sir, Dear Madam*) and we should end the letter with *Yours obediently* or *Yours respectfully*

EXAMPLES OF PRIVATE LETTERS

[1 Write a letter to a friend, asking him to come and stay with you after the examination and telling him how you would make his stay pleasant]

6 College Street,
Varanasi.
October 23, 1994

My dear Dutt,

I hope you have not forgotten your promise to come and spend a few days with us after your examination Your examination is now over Will you come and stay with us for a few days ? It will be such a great pleasure to have you here, and I feel sure that you will enjoy your visit. The country is perfectly lovely just now and the garden with its beautiful flowers is so gay and bright. We have a delightful swing hanging from a large banyan tree, and I promise you some games There is a stream running at the foot of a neighbouring hill where Papa often takes us to fish , if you care for this sort of enjoyment you can have plenty of it.

I have also got two ponies , and so, if you feel like it, we may have pleasant rides in the evenings I have several friends living near by and we often meet at one another s houses in the evenings and entertain ourselves with music or cards.

Then I promise you a pleasant time on the Diwali day All the big temples here are beautifully decorated and brightly lit up with candles and are visited by thousands of people on that day

How anxiously do I expect a reply to this letter ! Write at once to say that you will come and mention the train by which you will arrive.

Yours very sincerely,
Narendra Rao

[2. Write a letter to your brother, reproving him for having neglected his studies, and advising him to be diligent at his work.]

156 Tilak Marg,
Poona.
18th March, 1994.

My dear Ashok,

I gather from the report I have had from your Headmaster that you had done badly in your first quarterly examination. He says that you shirk your homework, and are near the bottom of your class in most of yout subjects. Evidently you are getting lazy and neglecting your studies.

My dear brother, I don't want you to waste these precious years in idle pursuits. Remember, if you don't take my advice now, you will repent afterwards, when it will be too late.

So you must make up your mind from today to work honestly and regularly. Avoid your idle companions. By all means take part in games and sports ; but do not do so at the cost of your studies. Always do your work first, for your main aim at school is to study.

I hope you will take the warning in the spirit it is meant and settle down to regular and systematic study.

With best wishes from,
Your loving brother,
Raman

[3. Write a letter to your friend, telling him what you intend to do after your examination.]

116 Park Street,
Bangalore.
April 29, 1994.

My dear Ranjan,

Thank you very much for your kind letter. I was pleased to hear from you after such a long silence. It is very kind of you to ask me what I intend to do after the Higher Secondary Examination.

I feel that I should never go to college, for I am not very fond of books Besides this, college education is very expensive And even if I become a B A or M A , I do not see any bright future Only a few of the best can get into Government service , and you can't succeed easily in professions like Law and Medicine The only other opening left for graduates is teaching But I don't envy the lot of a teacher Nor have I any ambition to be a clerk in some petty office

What I should like best would be to became a businessman I want to start an independent business of my own, to export to foreign countries articles made by hands in India. I am sure I shall be able to make a success of it by hard work and perseverance, since there is a great demand for hand-made articles abroad By the time you will become a graduate, I hope to become a successful exporter

I hope you will appreciate my efforts in this direction and give me all the encouragement you can

With kind regards,
From your dear friend,
Venkataraman

[4 Your father is away from home on business Write a letter, telling him of the state of things at home in his absence]

5 Rose Villa
Ajmer
April 3 1994

My dear Father,

I am sorry to tell you that mother has been ill for the past three days She has been suffering from cough , she has a high temperature and requires to be carefully nursed Bimala is nursing her , and the doctor says that, thanks to her careful and patient nursing, mother will be better in a few days She passed two restless nights, and we were afraid that she would develop pneumonia, But now she is out of danger You need not be alarmed on account of her in any way Her illness must not stand in the way of your business You can return after you have finished your work.

You will be glad to learn that Krishnan has come off through the examination with flying colours Kanta is attending to her lessons as usual I am also working hard for the coming examination

Yesterday, dear aunt unexpectedly arrived from Delhi She never knew that mother was so ill She is now with us and is a great help to mother and the rest of us

Your affectionate son
Roshan

[5. Write a letter of apology to a friend for not having kept an appointment, explaining fully what prevented you.]

18 Lawrence Road,
Lucknow.
July 25, 1994.

Dear Narain,

I hope you will excuse me for not being able to see you on the 23rd evening. I had promised to meet you at the Capital Cinema at 6 o'clock, and I am afraid you must have thought me untrustworthy when I did not turn up at the appointed time.

This is what happened. I was on the point of leaving my room to keep my appointment with you, when I received an urgent telegram from my elder brother informing me that father had met with a serious accident, and that I must reach home by the first train. So I hurriedly packed my things and caught the 6-30 train. I had no servant by whom I could send a message to you in time. I was, moreover, so terribly upset by the bad news that I could think of nothing but reaching home and seeing father at the earliest possible. When I reached home I found that, though he was badly injured, he was out of danger.

I take the earliest opportunity of writing this letter to you, apologizing for the inconvenience I caused you.

With kind regards,
I am,.
Ever sincerely yours,
Krishna Rao

[6. Write a letter to a friend, giving him an account of the accident which recently happened to you.]

15 Garden Road,
Poona.
March 22, 1994.

My dear Raghubir,

I am sorry I could not reply to your letter earlier for I have been in bed for the last few days as the result of a nasty accident.

About a week ago, I was going to a friend's house on my bicycle. Unfortunately, I had no lamp for the cycle ; the night was dark and cloudy I could not see my way clearly before me. I would have remained at the hostel,

but then I thought that there was no danger of my meeting with any accident for I knew the road so well

I had hardly covered half the distance, when, as I turned sharply to the right to take the road leading to my friend's house, I slipped from the cycle Before I could understand what had happened, I was thrown violently into a ditch near by I lay there unconscious, I think, for about twenty minutes When I came back to my senses, I saw an old man with a lantern bending over me Evidently, he was the man sitting in the tonga which was then passing by He and the tonga-driver helped me out of the ditch Every movement was an agony They then took me to hospital where my head was bandaged I had to lie in the hospital about a week before I was well again and was allowed to return to the hostel Father came down the next day as soon as he was called telegraphically He has now left.

You should not be worried in the least about me I am all right now

Yours sincerely,
Advani

[7 Write a letter to a friend, describing your favourite hobby]

5 Fort Road,
Gwalior
25th May, 1994

My dear John,

Many thanks for your gay letter It is fine to hear from a friend like you every now and then

You ask in your letter if I have any hobbies Yes, I have a number of them But my chief hobby is stamp-collecting I am very fond of collecting stamps especially foreign I have quite a large collection You may be surprised to know that last year I sold ten stamps for Rs 1000/- I was very sorry to part with them but I could not help that, for I badly needed money at that time

I have also a few rare stamps especially from Russia, where I have a brother working in a factory, and some from Japan and America. Stamps tell me something about their countries It is very pleasant to study the portraits of kings queens, heroes and patriots printed on these stamps I specially like the French stamps which are very pretty to look at.

I find a lot of pleasure in this hobby The foreign stamps teach me a good deal about other countries in which I am interested Many of my rare

stamps have behind them quite romantic stories. There is a lot of pleasure in collecting things that are rare ; at least, it is so in my case.

When I come there during the X-mas holidays, I will bring with me my collection for you to see and enjoy.

With best wishes,
Your sincere friend,
Tom

[8. Write a letter to a friend on his birthday.]

14 Albert Road,
Baroda.
January 26, 1994.

Dear Jim,

Just a few lines to wish you many Happy Returns of your birthday. I am sure, dear old fellow, that you will live for many, many years. May these years be happy ones ! May they grow happier and happier !

I have been seriously thinking as to what I should send you for a present. Knowing that you are interested in photography I am sending you a camera to add to the joy of the happy day. I hope you will like it.

With kindest regards,
Your old friend,
Jack

[9. A reply to the above.]

16 Temple Road,
Ahmedabad.
May 10,1994.

My dear Jack,

Many thanks for your letter expressing your good wishes on my birthday. Your delightful present came to hand this morning, and I must thank you very much indeed for it. It is really very kind of you to have thought of me, and you could not have chosen anything else that would have given me more pleasure. It is just what I have been wanting for a long time. I shall be able to take some fine pictures with it. Once again, many thanks for the delightful present.

Yours very sincerely,
Jim

[10 Write a letter to a friend, congratulating her on her having passed an examination securing very high marks]

5 Raopura Road,
Bangalore.
March 10, 1994

Dear Pinky,

I have just heard that you have passed your examination and come off with flying colours May I offer you my heartiest congratulations ? It is an achievement of which you ought to be proud. Undoubtedly, you deserved to get through with such a high score You really worked very hard throughout the year You stand very high and, I think, you are sure to win a scholarship

Mother joins me in singing your praises She says your parents ought to be proud of such a child You have really distinguished yourself in the examination and brought honour to your family

Which college are you going to join ?

With love,
I am,
Yours very sincerely,
Lily

[11 Write a letter of condelence to a friend who has recently lost his mother]

17 University Road,
Bombay
July 20, 1994

Dear Pratap,

I have just heard of your sad loss and hasten to send you my deepest sympathies It is vain to try to console you at such a time I must say I share your grief This is really an irreparable loss

Your mother's life was a long, useful and pious one I hope you will find some slight consolation in the thought that your mother was in every way a truly noble woman and that you have your friends to sympathise deeply in your sorrow, to whatever little extent it might be a source of consolation at such times

May God give you strength to bear this blow

Yours very sincerely,
Anand

II. Notes of Invitations

328. *A formal* invitation is generally written in the *third person*. It contains *no heading, no salutation,* and *no complimentary close.* The writer's name appears in the body of the letter. The address of the writer and the date are written to the left, below the body of the letter.

The reply to such a note of invitation is also written in the *third person*, and repeats the date and time mentioned in the invitation.

[12. You are having a dinner party on Thursday, September 28, at 7-30 p.m. Draft a Formal Note of Invitation to the Dinner.]

Mr. and Mrs. Krishna Rao request the pleasure of Mr. and Mrs. K.L.Banerjee's company at dinner on Thursday, September 28, at 7-30 p.m.

Good Heavens,
Calcutta.
21st September.

[13. Imagine that you are K.L.Banerjee.You have received an invitation to dinner from Mr. Krishna Rao. Write a reply, (i) accepting the invitation, and (ii) expressing your inability to accept it.]

(i)

Mr. and Mrs. K.L. Banerjee have much pleasure in accepting Mr. and Mrs. Krishna Rao's kind invitation to dinner on Thursday, September 28, at 7-30 p.m.

24 Netaji Street, Calcutta.
24th September.

(ii)

Mr. and Mrs. K.L.Banerjee regret that owing to a previous engagement they are unable to accept Mr. and Mrs. Krishna Rao's kind invitation to dinner on Thursday, September 28, at 7-30 p.m.

24 Netaji's Street,
Calcutta.
24th September.

329. An *informal* note of invitation is written like a friendly letter, though we use here more formal language. The formal beginning is—*My dear Mr. George,* and the formal close is—*Sincerely yours, Yours very sincerely, Yours affectionately* (to relations, or intimate friends).

[14 Draft an Informal Note of Invitation to Dinner.]

49 Sunny Lodge,
Mysore
February 20, 1994

My dear Mr Joshi,

Will you come with Indrani to dinner here on Saturday, February 26, at 7 o clock ?

There will be a few friends here, but you have met them all before.

After dinner, we shall be entertained with music by Miss Lajwanti

Yours very sincerely,
Bakshi

[15 Imagine that you are Joshi You have received an invitation to dinner from your friend Mr Bakshi Write a letter in reply, (i) accepting the invitation, and (ii) refusing the invitation]

1

20 Green Mansions,
Mysore
February 23, 1994

My dear Mr Bakshi

How really nice of you to ask me to come to dinner on Saturday, the 26th !

Indrani and I will be delighted to accept your invitation

Need I say we are looking forward to a very jolly evening Thanking you for your kind invitation,

Yours very sincerely,
Joshi

2

20 Green Mansions,
Mysore.
February 23, 1994

My dear Mr Bakshi,

Very many thanks for your kind invitation Unfortunately, Indrani has been laid up with a chill for the last three or four days.

Under the circumstances we shall not be able to be with you on Saturday We are both very sorry Very many thanks

Yours sincerely,
Joshi

III. Business Letters

330. Business letter should be (1) *brief*, and (2) *clear*.

1. A business letter should be *brief*, because businessmen are usually busy, and have no time to attend to unnecessary details. They want to know *exactly what you want*. If you tell them that, in as few words as possible, you will have written a good business letter.

2. A business letter must be *clear*, because, if you do not describe the thing you are enquiring about you are likely to receive something else. For example, if you are writing for a pair of shoes, you should give full details—make, colour, size, price, etc. In order to be clear, it is most important *to attend to details*.

331. Modes of Address. Study carefully the following modes of Address :—

(1) A *shopkeeper* is addressed as :—

Mr. K.L. Kapila,
Tea Merchant,
142 Fort Road,
Bombay.

Begin *Dear Sir*, and end with *Yours faithfully*.

(2) *A Firm* is addressed as :—

Messrs. Black, White & Co., Ltd,
General Merchants,
13 Empress Road,
Madras.

Begin *Dear Sir*, and end with *Yours faithfully*.

(3) A *Professional man* is addressed as :—

Dr. B.L. Aggarwala,
29 Chandni Chowk,
Delhi.

Begin *Dear Sir* or *My dear Sir*, and end with Yours *faithfully* or *Yours truly*.

EXAMPLES OF BUSINESS LETTERS

[16 Write a letter to a bookseller, ordering books and stationery]

16 Gandhiji Road,
Karnal
May 16, 1994

Messrs Goyal Brothers Prakashan,
Educational Publishers,
11/1903 Chuna Mandi, Pahar Ganj,
New Delhi-110055

Dear Sirs

I shall be obliged if you send me the following articles per V P P at your earliest convenience —

One copy each of
A Junior English Grammar and Composition
General Knowledge Today Books I—VIII
Spell-Well English Wordbooks I—VIII

Yours truly,
P K. Desai

[17 From a business firm to a customer in answer to his complaint that the goods sent for were received in damaged condition]

Messrs Johnson & Sons,
12 Connaught Circus,
New Delhi
January 30, 1994

To,
David Green, Esq ,
Hill Road,
Dehradun

Dear Sir,

In reply to your letter of the 3rd instant, we egret to find that the goods sent by us were received by you in damaged cond We beg to assure you

that the goods were very carefully packed and were in perfectly good condition when they left our godown. We are very sorry to say that we cannot see our way to replace the damaged goods, as we take no responsibility for any damage suffered by them in transit. May we, however, suggest you should draw the attention of the railway authorities to the matter with a view to obtaining a compensation ?

Yours faithfully,
K.C.Dhoomi
Manager

[18. To the Headmaster of your school, asking for leave in consequence of illness.]

16 Sunny Lodge,
Model Town,
Delhi.

15th July, 1994.

To,
The Headmaster,
National High School,
Model Town, Delhi.

Sir,

I have been suffering from diarrhoea since last night and so I am unable to attend the school. I have consulted a doctor, and he says that though the trouble is not very acute, still he has advised me to take a rest for a couple of days. I shall be obliged if you will kindly grant me leave from the 15th to the 18th instant both days inclusive.

Yours respectfully,
Suresh Chandra Bhargava,
Class IX (B).

Exercise 188. *Write the following letters in about* 100 *words* :—

1. You have celebrated your birthday recently. One of your uncles, living in a foreign country, had sent you a lovely birthday present. Write a letter of thanks to him, telling him of some other presents you got and saying why you liked the present sent by him most.
2. Write a letter to your friend, asking him to attend the marriage of your brother.
3. A friend of yours has failed in the All India Secondary Examination. Write a letter to him, sympathising with him and encouraging him to cheer up and try again.

4 Write a letter to a friend, telling him what you intend to do after your examination

5 Write a letter to your Principal, asking for a letter of recommendation and explaining what you want.

6 Write a letter to your father, explaining what you wish to do after your examination

7 Write a letter to a dentist, asking him for an appointment.

Exercise 189 *Write the following letters* —

1 Write a letter to a business firm, acknowledging receipt of the goods you had ordered and complaining about the damage caused in transit on account of bad packing.

2 Write a letter to a shop, ordering a pair of football boots, mentioning the size, shape and quality required and the method by which they are to be sent and paid for

3 Write a letter to your landlord, asking him to do certain repairs in the house you are occupying

4 Write a letter to the Manager of a sugar factory, seeking his permission for you and your friends to visit the factory

5 Write a letter to your family doctor, asking him to come and see your brother who is ill

6 Write a letter to Messrs Lalwani, Adwani & Co, Ltd, Delhi, complaining that the clock you lately bought from them does not keep good time

7 Write a letter to a bookseller, complaining that the books sent by him were not those that you ordered

8 Write an application to the Principal, XYZ School, Tarapur, requesting him to grant you a free studentship Sign the application as ABC

9 Write an application to your Principal, requesting him to issue you a character certificate

10 You are Kumaresh living at 35 Park Street, Rajaji Nagar, Trivandrum—343 116 Write a letter to the Station Director, Quiz Programmes, Doordarshan Kendra, Trivandrum—343 117, requesting him to give you a chance to participate in the Weekly Quiz Programme in view of your all round interests

IV. Letters of Application

331. An application for a post falls into *three* parts :—

1. Subject—reference to the advertisement, nature of the appointment, etc.

2. Statement of *age, education*, and *experience.*

3. Reference to the testimonials, etc. Here the applicant should also express his earnestness to serve.

Applicants for post may write *Yours respectfully* or *Yours faithfully.*

[19. Write an application to the Director of Education for the Post of a Teacher in a School.]

16 Harrison Road,
Lucknow.
26th May, 1994.

To,
The Director of Education,
Uttar Pradesh,
Lucknow.

Sir,

I beg to apply for the post of a science teacher fallen vacant under your kind control.

As regards my qualifications, I beg to state that I passed my B.Sc. Examination in the First Division in 1990 from the Government College, Allahabad, taking English, Mathematics and Physics. I also won a gold medal for standing first in Mathematics in the College. I then took the B.Ed. course at the State College of Education, Allahabad, and passed the B.Ed. Examination in the First Division in 1991.

I may further beg leave to state that I have about two years' experience as a Science Teacher in St. John's High School, Allahabad. The enclosed certificate from my Headmaster will show you that my work has been approved.

I am a good sportsman, and take a keen interest in games. I am in charge of the Hockey Eleven in my present school.

If am selected I may assure you, Sir, that I shall do my best to give you full satisfaction in my work.

Thanking you in anticipation,

I remain,
Yours faithfully,
Sudhir Bose

[20 Write an application for the post of a junior clerk in an office]

16 Fort Road,
Lucknow
15th April, 1994

To,

Messrs Green, Blue & Co , Ltd.,
Connaught Circus, New Delhi.

Dear Sirs,

With reference to your advertisement in yesterday's *Times of India* I beg to apply for the post of a junior clerk in your office

I am now about twenty-four years old and a graduate of the Lucknow University I took my degree in 1990, in English, Mathematics and Economics I also passed in the Additional Subject (Hindi) in B.A I have also completed a year's course in typewriting, shorthand, book-keeping, and commercial correspondence The certificates I enclose show that I scored a high percentage in all these subjects

For the past two years I have been working as a correspondence clerk in the office of the Co-operative General Assurance Society, Lucknow, where my work required a thorough knowledge of official correspondence and typewriting The testimonial from the Manager, which I enclose, will show that my work has been highly appreciated

I hope you will consider my application favourably If I am given the appointment, I may assure you, Sir, that I shall try my best to discharge my duties to your entire satisfaction

Thanking you in anticipation,

I remain,
Yours faithfully,
R K Josiah

Exercise 190 *Write the following applications* —

1 Write an application for the post of a correspondence clerk in an office

2 Write an application for the post of a tutor for the sons of a rich man

3 Write an application for the post of a trained teacher

4 Answer the following advertisement —
"Wanted a Senior Clerk with a good knowledge of official correspondence and accounts Must know also shorthand and

typewriting. Only experienced men need apply. Apply, stating age, experience, and salary acceptable, to the Manager, Long, Short & Co., Ltd, Fort Road, Bombay."

5. Write an application to the Director of Education, Delhi for appointment as Assistant Teacher for which you are fully qualified.
6. You have passed the Secondary School Examination and are qualified for the post of a Sales Assistant. M/s PQR of City C have advertised a post of a Sales Assistant. Write your application giving full details in about 100 words.

V. Letters to Newspapers

333. Letters to newspapers are always adressed to 'The Editor'. The proper form of salutation is *Sir*, and not *Dear Sir*. The formal close is *Yours truly*.

EXAMPLES OF LETTERS TO NEWSPAPERS

[21. Write a letter to the Editor of a Newspaper, on reckless driving.]

To

The Editor,
The Hindustan Times,
New Delhi.

Sir,

It is high time that proper steps are taken to put a stop to the reckless driving of motor-cars in the narrow streets of our thickly populated city. Only yesterday a poor, old beggar very narrowly escaped being run over by a motor-car going at a very high speed. He was crossing the street when the car came dashing along at a speed of about ninety kilometres an hour. Such reckless driving causes fatal accidents to pedestrians trying to cross the roads.

It is true that regulations regarding the speed limit do exist. But unless the police are strict in enforcing them, what do the drivers care for them ? The police seem to take little or no notice of offenders. And so motor-car accidents are almost a daily occurrence.

I hope that the public, who are the worst sufferers, will bring pressure to bear upon the police and municipal authorities to put a stop to reckless driving, before we have any more deaths due to accidents.

I remain,
Yours truly,
'Observer'

[22 Write a letter to a newspaper appealing for help for the victims of a flood]

To

The Editor,
The Hindustan Times,
New Delhi.

Sir,

I have just returned from a tour of the flood affected areas in Bihar, where unprecedented havoc and destruction have taken place

No doubt people are already familiar with the terrible tragedy that has overtaken Bihar, but the account of an eye witness will bring home to the people with all the greater effect the terrible distress which these disastrous floods have caused In some places whole villages have been swept away and the crops over a large area destroyed Thousands of villagers have been rendered destitute, most of them have nothing but the clothes in which they managed to escape somehow They are living in temporary shelters exposed to all the inclemency of the weather, without proper food and clothes

The government is no doubt doing all it can to relieve the immediate distress, but unless public funds are raised and people make liberal contributions it is not possible to rehabilitate the flood affected victims When the floods subside, villages will have to be rebuilt and the villagers will have to be supplied with seed, fodder, cattle and farm implements before they can start work again

I, therefore, strongly appeal to the people to help the government in the humanitarian task of relieving the distress of the poor sufferers by contributing generously to the Bihar Flood Relief Fund and thus earn the gratitude of their distressed fellow brethren.

I remain,
Yours truly,
A P Jain
President
Bihar Flood Relief Fund

Exercise 191 *Write the following letters* —

1 Write a letter to the Editor of a newspaper, on the bad condition of roads in your city

2 Write a letter to a newspaper, on the evils of street begging

3 Write a letter to a newspaper, complaining of the bad quality and insufficient supply of water in your town

4. Write a letter to a newspaper, on the necessity of a public park in your town.
5. Write a letter to the Editor of a newspaper, suggesting the opening of a dispensary in your village.
6. Write a letter to the Editor of a newspaper, suggesting the opening of public library in your town.
7. Write a letter to the Editor of an English daily, complaining against the nuisance of beggars in your colony.
8. Write a letter to the Editor of a newspaper, about the need to observe "cleanliness week" each year in your city or town.
9. Write a letter to the Editor of a newspaper, complaining of the frequent break-downs of electricity in your locality.

VI. Official Letters

334. Letters written to officials are the most formal of all. The proper form of salutation is :—

A.K. Rahman, Esq., I.A.S.
The Executive Officer,
Lucknow.

The formal beginning is *Sir*, not *Dear Sir* or *My dear Sir*. The proper Subscription is :—

Yours faithfully,
Aftab Hussain

EXAMPLES OF OFFICIAL LETTERS

[23. Write a letter to the Post Master, stating that a money order for Rs. 100 which you sent to your brother a fortnight ago has not yet reached him. Ask the Post Master to make inquiries.]

61 Station Road,
Surat.
3rd October, 1994

The Post Master,
General Post Office,
Surat.

Sir,

About a fortnight ago, I sent a money order for Rs. 100/- to my brother (Dr. M.L.Gupta, 120 Park Road, Jaipur). It ought to have reached him by September 20 at the latest. But he has informed me that he has not received it as yet. I do not know where it has been detained.

I should be much obliged if you would make inquiries about it The money order receipt No is 326 and is dated September 15, 1994

Hoping to receive an early reply, and thanking you in anticipation,

I remain
Yours faithfully,
Uma Shankar
Advocate

[24 Write an application to the President of the Municipal Corporation for a scholarship to enable you to join a college]

6 Nehru Street,
Poona
4th October, 1994

To
The President,
The Municipal Corporation,
Poona

Sir

Most respectfully I beg to apply for the grant of a scholarship, to enable me to continue my studies at the Government Polytechnic, Poona

This year I appeared in the School Certificate Examination from the National High School Poona, and passed in the First Division, securing 680 marks

I come of a respectable family, my father being a retired soldier He served in the Indian Army and had a good service record. He is a poor man and has a large family to support. He can hardly afford to send me to a college I, therefore beg to apply for a scholarship to enable me to continue my studies at a Technological Institute

I beg to enclose herewith copies of the testimonials from my Headmaster and teachers

I hope that my application will receive the most sympathetic consideration at your hands Thanking you in anticipation,

I remain
Sir
Yours faithfully
P K Sinha

[25. Write a letter to the Chairman of your Municipality, complaining of the insanitary condition of the locality in which you live and asking him to take necessary steps in the matter.]

19 Jolly Lane,
Lucknow.
20th May, 1994.

To:
The Chairman,
The Municipal Corporation,
Lucknow.

Sir,

I beg to draw your attention to the insanitary condition of Jolly Lane—a narrow lane that runs behind Netaji Subhas Road—in which I am residing at present. No Health Officer—not even a Sanitary Inspector—has ever visited that locality for the last six months that I have lived there. If he did, I feel sure that the foul smells and repulsive sights that would greet him there, would convince him that he is criminally guilty of having neglected the health of a large number of poorer folk whose unhappy lot it is to live in that unhealthy locality.

The lane has no drains worth the name at all. Nor have any dust-bins been provided. The poor people, being deprived of sanitary amenities in their houses, dump all the filth and rubbish into the lane. The sweepers, too, are very great offenders; they pile heaps of rubbish and offal in the lane with the result that it has become the breeding place of flies and disease germs.

I am afraid if suitable measures are not taken immediately we shall have a terrible outbreak of cholera or typhoid or small-pox in this locality.

Yours faithfully,
Bipin Chandra Paul

[26. Write a letter to a high government official asking for an interview.]

16 Patel Road
New Delhi.
June 20, 1994.

To,
The Director of All-India Radio,
New Delhi.

Sir,

I have just returned from a tour of America and Europe during which I had the rare privilege of visiting the various radio stations in those countries

and studying at close hand the most salient features of their radio programmes which are far more appealing and satisfying to the modern taste than those which are daily broadcast from the All-India Radio Station, Delhi and the other radio stations in the country I would like to acquaint you with the various important features which, if incorporated in our radio programmes, will not only lead to national regeneration of our country but also make the radio "listening in" more pleasurable

I should be obliged if you please spare me some time on any day convenient to you when I could meet you and discuss with you the whole thing

Awaiting an early reply,

I remain,
Yours faithfully,
S K.Chatterjee
Social Welfare Officer

Exercise 192. *Write the following letters* —

1 Write a letter to the Superintendent of Police, complaining against the behaviour of a policeman on point duty

2 Write a letter to the Post Master of your town, complaining that the parcel you sent to your brother a fortnight ago has not been delivered to him

3 Write a letter to the President of the Municipal Committee of your town, pointing out that the street where you live is untidy and without light

4 Report to the Inspector of Police that your brother has not returned home from school, giving full particulars of the boy, his dress, etc (in about 100 words)

5 You have shifted firm K-42, Model Town, Delhi to M-78, Model Town Write a letter to the Post Master, Model Town, Delhi, informing him of the change of address

6 A friend of yours has failed in the High School Examination Write a letter to him, sympathising with him and encouraging him to cheer up and try again

7 Write a letter to the Health Officer of your district, requesting him to take immediate steps against the spread of cholera in your village

8 Write a letter to the Health Officer of your town about the unsatisfactory condition of the roads and drains in the town

9. Write a letter to the Municipal Corporator (Mr. R.K. M) of your area inviting his attention to inadequate civic amenities in your colony in Bombay.

Exercise 193. (*Miscellaneous*). *Attempt the following letters* :—

1. You are R.K.Narayana, suffering from malaria. Write an application to your Principal, asking for one week's leave.
2. Rakesh Sharma writes to his father, a colonel in the Army, asking for money for buying books for his new class. The Colonel is posted at an unknown place ; his postal address is care of 56, A.P.O., New Delhi.
3. You are Ashok residing at Chandigarh. Write a letter to a friend, describing what you plan to do after passing the examination this year.
4. Write a letter to the General Manager of the Transport Corporation, complaining against the inadequate and unsatisfactory bus service in your city.
5. Your name is Ashok and you are residing in Freeganj Mohalla. Write a letter to the Superintendent of Police, drawing his attention to the deteriorating law and order situation in your locality.
6. You have left school and are seeking a situation. Write a letter to your Headmaster, asking for a testimonial. Also write a letter thanking him for the testimonial.
7. Write a letter to the Manager of a local paper, enclosing an advertisement of your school concert.
8. Write a letter to the Principal of your school, suggesting ways and means of improving your school library.
9. Write a letter to the District Magistrate, drawing his attention to the nuisance of loud speakers in your locality.
10. Write a letter to your friend, inviting him to spend his Diwali holidays with you.
11. Write a letter to your family doctor, describing the condition of your uncle who is ill.
12. Write a letter to the Mayor of Delhi, inviting him to preside over the annual function of your school.
13. Write a letter to your friend, inviting him to a variety entertainment in your school.
14. Write a letter to the Secretary of a Welfare Organisation, offering your services during the summer vacation.

15 Write a letter to your father, requesting him to increase your monthly allowance

16 Write an application to the Principal of your school, requesting him to grant you three days' leave because of illness at home

17 Write a letter to your friend, congratulating him on his winning a scholarship

18 Write a letter to your father, requesting his permission to go with friends on an educational trip

19 Write a letter to the Director, T V Programmes, Delhi, telling him about T V Programmes (i) you enjoy, (ii) you dislike, (iii) you would like to be introduced

21 You are Ranbir Singh You have received a letter The time and date of interview coincides with the time and date of your university examination Write a suitable reply to M/s Kirpal & Co (Pvt) Ltd., explaining why you cannot attend the interview on the date mentioned and ask if you could have another date

22 Write a letter to a well-known person, asking him (or her) to deliver a lecture to your School Union

23 Write an application to your Headmaster for a free studentship, stating reasons

24 Write a letter to the Station Master of a certain Railway Station, telling that you left your bedding and hand bag in the train

25 There are many clubs and societies in your school As secretary of one of the clubs/societies, write a letter to your Principal, requesting him to preside over the annual function of the club/society You may write in brief aims and objects of the club/society and give some idea about the programme of the function which you are organising You may sign as ABC

26 You are Arun Bali You have been given the name and address of a person of your age group living in some foreign country who is interested in making pen friends Write your first letter to him or her about yourself, giving your personal appearance, interest, hobbies, etc Write the name and address of your friend also in the letter His/Her name and address are as under

J Smith,
80 Windsor Street
Liverpool—38 (U K)

27. Write an application to the Principal, ABC School, Sahibabad, asking for a certificate after leaving the school. Sign the application as XYZ.

28. Write a letter to your friend, apologizing for not attending her birthday party and saying why you could not attend it. Put the address 93 Park Street, Calcutta, and end the letter signing as XYZ.

29. Your neighbour has a dog which keeps on barking all the time. This disturbs you particularly in the evening when you sit for your study. Write a polite letter to your neighbour to do something about his dog. Write the address as 15-B, Garden Road, Dehra Dun. Sign the letter as ABC.

30. You are Naseem Ahmed, student of Adarsh School, Benazir Colony, New Delhi. You are the Secretary of your school Literary Society. Write a letter to Shri Ashwani Kumar, Editor, Daily News , New Delhi, requesting him to address one of the weekly meetings of your Society.

31. In the course of a hockey match, your friend, who is your room-mate in the Hostel, is seriously injured. He is immediately taken to hospital where he is given proper treatment. Now he is recovering and there is nothing to worry about. Write a letter about it all to your friend's father. Write the address as 3 Dayanand Road, Ambala City and sign the letter as ABC.

32. Write a letter to the Superintendent of Police regarding the increasing number of thefts and chain-snatching incidents in your locality. Also suggest ways to improve the situation.

33. Write a letter to the manager of a local mill, seeking his permission to visit the mill. Give the number of students and the date on which you propose to visit.

34. Write a letter to your cousin who is appearing in the High School Examination from some other town inviting him to spend a week with you after the examination is over.

35. Write a letter to your friend, Vikas, telling him about your new hobby.

I SPECIMENS OF NARRATIVE ESSAYS

1 An Indian Festival (Diwali)

Diwali, or the 'feast of lights,' is held at the beginning of the Hindu commercial year in honour of the goddess Lakshmi The origin of the festival is not definitely known Some believe that it is celebrated in honour of the return home of Rama after fourteen years' exile Others believe that it is connected with the triumph of Lord Krishna over Kansa which symbolises the victory of Good over Evil.

Whatever the origin of the festival may be, on this occasion houses are whitewashed and cleaned, shops are decorated according to the tastes and means of their owners, feasts are held, and sweets are distributed among friends and relatives The houses are brilliantly illuminated with coloured candles fitted in glass globes of various tints Merchants and shopkeepers open new account-books after worshipping the goddess Lakshmi

The *Diwali* illuminations are to be seen in their full splendour in Delhi where merchants vie with one another and spare no expense and energy to make their shops a centre of attraction You will find all the magnificent buildings in Delhi—the Red Fort, Parliament House, Rashtrapati Bhavan, Television Centre—lit up from top to bottom with rows of lights Connaught Place presents a festive look on this occasion

Large crowds of spectators gather in the streets to admire the spectacle of night turned into day by the number and brilliancy of artificial lights The air is thick with the clouds of dust raised by the passing scooters, motor-cars, etc

Diwali is a day of rejoicing for all Children get sweets, labourers enjoy a holiday, and schoolboys exchange presents among themselves Everyone feels happy on this day It is indeed one of the greatest of the Hindu festivals

2 A Street Quarrel

Last evening, while passing through Chandni Chowk, I saw a large crowd gathered in front of the shop of a general merchant. There was much uproar and high excitement. I proceeded towards the crowd and asked an old man what had happened He could not tell me anything except to direct my attention to the merchant who was being held fast by a few persons Then I saw another young man held strongly by a few others The latter tried every time to fly at the merchant but the men prevented him again and again Both were using hot words and threatening furiously to kill each other The spectators enjoyed the scene Some of them were urging them to fight it out But others were trying their best to pacify them

The people were making a great deal of noise and in the confusion I could hardly make out the cause of the quarrel. At last a young man standing beside me told me the whole story. The cause of the quarrel was that the Muslim young man had abused the merchant by calling him a cheat. This irritated the merchant who retaliated with a stream of abuse. Hot words were exchanged between the two. From hot words they came to blows. But soon a crowd gathered there and pulled them apart.

Now the quarrel was taking a serious turn. As generally happens in a quarrel, people were beginning to take sides. The Muslims were inciting the young Muslim, while the Hindus were siding with the merchant. A venerable-looking old man appeared on the scene and smelling that this little quarrel might develop into a communal conflict calmed the feelings of both by apologizing to them for the rude behaviour shown by the one to the other. This seemed to pacify them and put to shame those who were egging them on. In this way, the quarrel came to an end and the crowd melted away.

3. The Picnic I Enjoyed Most

Last Wednesday our Headmaster gave us a holiday because our school had shown brilliant results in the High School Examination. The day was cloudy and a pleasant breeze was blowing. Afzal, Aftab and I were thinking of visiting the zoo in the afternoon, when Rashid suggested that we should have a picnic by the river. All of us welcomed the idea. We went to the bazaar and bought some fruit, cakes and sweetmeats as well as some milk for tea.

We set off on our bicycles in high spirits, each carrying a basket. We took the main road. The green fields of wheat and other crops, waving in the breeze, stretched far away on either side. Some farmers were seen cutting crops and binding them into sheaves.

How delightful it was to get away from the noisy streets and the smoky town !

At last we reached the river. The water flowed quietly. We came upon a grassy spot under a large banyan tree. We placed our baskets and kettles there; but we had hardly placed them there when one of the baskets rolled down the slope into the river. So we had to go without our sandwiches.

We were now tired and hungry. Afzal and I went to gather some dry sticks. Aftab lit a fire and placed the kettle on it. But one of the bricks slipped. The kettle was upset, all the boiling water spilt, and the fire put out. However, he soon lit the fire again and prepared tea for all of us. Rashid opened the baskets. O, what a delicious feast it was ! I have never tasted one like that since. We had a hearty lunch of sweetmeats, pastry, cakes, tea, apples, bananas and oranges. We made merry for hours. We sang, danced, told stories, and played cards.

In the afternoon we hired a boat and started rowing downstream Ashok and I took the oars Aftab was in a jolly mood He began to sing songs and rock the boat about. All of a sudden he fell into the water rolling over the side of the boat. The next minute we were all in the water, struggling for our very lives Rashid and I could swim But Aftab was nowhere to be seen ! We all wondered where he was But just then, we saw his head rise above the surface of the water We swam up to him, caught hold of his clothes before he went down again, and pulled him out safe to the bank

So it all ended well Though frightened, we were hungry We ate all the sweets and fruit that were left over We returned home late in the evening We were all thankful to God that the picnic had ended happily after all

4 My Favourite Hero in History (Asoka)

My favourite hero in history is Asoka the Great. Many kings have lived and died , nobody remembers them at all but Asoka's name will live for ever

Asoka was a kind ruler All his time was spent in thinking about the welfare of his subjects He himself attended to even the minutest details of his administration His one desire was to make his subjects happy His subjects could meet him at any time, and in any place , even his private palace was open to them at all times He had trees planted on either side of the roads , he had wells dug by the road-side , he had resthouses and hospitals built for both men and women as well as animals He, therefore, came to be known as Asoka the Good He was a wise and righteous ruler, and was truly the Father of his people

Asoka waged only one war, and that too, early in his reign He saw the horror of it , he vowed never to go to war again He said, "I have seen the horror of victory , I shall not draw the sword again except to defend my country against an invasion My old dreams are broken and dead, but today I begin a new dream Instead of battle I will give my people safety , instead of war, I will give them peace " And he kept his promise His reign was a reign of peace He gave his people lasting peace, and made such laws for them as were just wise and fair

Asoka became a Buddhist, and sent out bands of missionaries all over the country to preach Buddhism He is famous for the pillars he set up in all parts of his kingdom, pillars inscribed with his edicts His aim in life was to establish in the hearts of his people *Dharma* or *righteousness* The chief principles of this Dharma were—*reverence* to superiors, including animals , and *truthfulness* in thought, in word, and in deed He banned the killing of animals altogether, either for sport or meat-eating

Asoka was more of a saint than a ruler. He was a saint because his main desire was to make his subjects virtuous, noble and wise. He cared for their souls as well as for their bodies.

What greater tribute can free India pay to the memory of this great and good king than this, namely that the Indian National Flag bears upon it the Dharma Chakra of Asoka's Lion Capital at Sarnath and her National Seal is also based upon it ?

5. An Election Scene

Last week we had great excitement in our little town. Municipal elections electrified the atmosphere of the whole town, as it were. Brisk canvassing had been going on for the past one month and voters had been approached, influenced, flattered, begged, threatened, even bribed and what not.

But the excitement reached its highest pitch on Sunday—the actual day of polling. The whole town woke up earlier than usual. Before the day dawned we could hear the hooting of the horns and the shouting of the slogans.

The election day had come.

The candidates were taken in processions to the polling station. Loudspeakers rent the air. Motor-cars, tongas, and other vehicles could be seen hurrying to and fro, bringing crowds of voters and unloading them at the polling booth.

Even the poorest voter felt his importance. He was approached, entreated, coaxed and influenced in a hundred and one ways.

The voters were entertained with fruit, sweets and iced drinks at the polling station.

There was a great rush for the last votes. There was a regular tug-of-war between the two candidates of our ward. Each of them wanted to capture *en bloc* all the votes of Harijans living in the Bhangi Colony near our street.

In the evening the votes were counted and the election result was declared. The elected candidates were profusely garlanded and taken out in a procession through the streets of the town.

6. An Indian Marriage

Among the Hindus, marriage is a very elaborate affair. Grand preparations are made for the occasion. The whole house is white-washed and furniture varnished. Beautiful dresses and ornaments are made to order. A large amount of money is spent on this auspicious occasion. Relatives are invited from far and near and entertained sumptuously.

Radha's marriage occupied full one week She was bathed, rebathed and bathed again with the holy water of the Ganga A kind of yellow paste was rubbed all over her body and she was dressed in beautiful vermilion-coloured clothes The maidens danced and sang and played the piano The band played in the courtyard

At last the appointed day came—the wedding day The whole house woke up earlier than usual in the morning Grand arrangements were made for the reception of the bridegroom and the marriage party They were received at the railway station, profusely garlanded and were taken out in a procession through the city streets in motor-cars and other vehicles They were then entertained to a sumptuous dinner

At night the actual wedding ceremony took place A priest was called Radha was made to sit on the right side of the bridegroom and a fire was lit. Incense was burnt and the priest recited *mantras* from the Holy *Vedas* The couple went round the holy fire seven times, the flowers were showered upon them, the conches were blown and the marriage ceremony came to an end Alms were distributed to the poor and the Brahmins were fed.

All the people present on the occasion blessed the couple and wished them a long happy married life

7 A Visit to an Exhibition

Recently an exhibition was held in our district town It was organised by the district authorities to encourage the development of cottage industries in the village It was held in an open *maidan* near the railway station A temporary fence was erected on all sides and temporary stalls were built to accommodate exhibits of different sorts and types

First, there were agricultural exhibits, which the farmers had sent. There were vegetables of all kinds and sizes One farmer sent a peculiar turnip which was praised by everybody I was surprised to see a plum which resembled a red apple

Specimens of local pottery were also exhibited There were pots and dishes, plates, flower-vases, cups and saucers of beautiful colours and designs All were pleased to see that the native skill was so fine

But what attracted us most were artificial fruits and vegetables made by a certain family We saw apples, oranges, tomatoes, almonds, raisins and cardamom of such fine shapes and colours that we could hardly distinguish them from the real ones The different shades of colours were so beautifully laid that they deceived even the sharpest eye They received praise from all and sundry and were awarded a gold medal

Lastly there were handloom products manufactured by the local weavers Their delicacy of texture and fineness of finish astonished us beyond measure

We saw a piece of silk cloth which could beat in shimmer even the finest silk of China and Japan. The muslin made by a local Muslim weaver was so light and fine that it appeared as if it were a relic of the ancient Dhaka art.

Besides these, a blacksmith had sent models of an aeroplane and an anti-aircraft gun which were highly appreciated. A carpenter had sent a beautiful radio set and a goldsmith had made a wonderful silver image of Lord Buddha in his mood of meditation.

The exhibition was a grand success in every way.

8. A Visit to a Museum

Nothing gives me a greater delight than an occasional visit to the National Museum. A visit to the Museum is an education in itself. When I have leisure, I make a point of visiting it, for here one can never get bored.

What a delightful time I had last Sunday ! What a world — the old and the new — opened out before me ! I seemed to wander in the distant past, without at the same time losing touch with the present.

First, I was attracted by the old Buddhist statues in different poses. *The Buddha in Meditation*—so was one statue called—charmed me beyond measure. A kind of divine light seemed to float round the head of the holy saint. I saw some of the finest specimens of sculpture, dug up from the mounds of earth at Taxila.

Specimens of Asoka's pillars were also there. I had never before realised the greatness of this saintly king—the Father of the People, in fact—but when I had a look at the pillars, I felt how great and glorious he was.

A picture of the Rajput glory and chivalry seemed to float before my eyes when I had a look at shields, daggers, swords, weapons, ornaments, and armours that were worn by the Rajput warriors and women.

I could catch a beautiful glimpse of our ancient heritage and civilization from the various articles that had been dug out of the mounds at Harappa and Mohen-Jo-Daro. There was a beautifully embroidered coat of cotton cloth which showed that our ancestors, about 6000 years ago, knew the art of making cloth.

To mention only a few things, I also saw the beautiful pottery of Gwalior, the lovely *papier mache* work of Kashmir, the graceful brass vases of Jaipur, inlaid with black and red enamel, the delicate ivory work of Delhi, and the beautiful brass-work of Varanasi, besides a beautiful model of an aeroplane and of an anti-aircraft gun made by a student of the National Polytechnic Institute, Bombay.

The Museum provides instruction with amusement Here one gets valuable information without being bored Here one reads history 'without tears'

9 An Account of the Drama Staged in Your School

Last Monday we had a grand time, for our school had staged the famous drama of *King Harishchandra* in aid of the National Defence Fund

Exactly at 7 o clock the performance began with a fine chorus which sent a thrill of joy in the hearts of audience Shouts of "*Raja Harishchandra Ki Jai*" rent the air

Everyone in his kingdom was full of joy and peace But the king himself was restless at heart. Had he not given away his whole kingdom in charity to *Vishvamitra* in his dream last night ? What right had he to sit on the throne which did not belong to him now ?

The king was thus brooding, surrounded by his ministers, when the *Swami* of his dream appeared He reminded him of his dream of the previous night, and demanded *Dakshina* along with the great *Daan*

King Harishchandra went to Kashi and there sold himself his wife and his child and then paid the *Dakshina* to the *Swami*

The king now went to work in the service of a *Chandal* His duty was to charge tax from those who came to the cremation grounds to burn their dead His wife and son went to work in the house of a *Seth* What a hard life she had there !

Years rolled on ! One day, her son, *Rohitash*, while out in the forest to pluck flowers, was bitten by a serpent. The queen now took the dead body to the cremation grounds to burn it there At this stage the play became very pathetic and tragic Wild lamentations rose from the spectators The king demanded the tax She had no money to pay She cried with wild grief and tore her hair Unfathomable was her grief ! But the king was untouched He must do his duty He could not allow her to burn her dead child unless she parted with half of the shroud At last she is forced to tear the shroud But as she is about to tear it the scene changes Flowers begin to rain from heaven A divine melody echoes through the sky The period of trial is now over The dead boy rises as if from a sweet dream of sleep The King and the Queen return to their kingdom

The performance came to an end with the singing of *Jana Gana Mana* and the loud shouts of *Jai Jai Jai* , to our Motherland

I returned home full of rich and varied impressions

10. A Visit to a Circus

What a grand time we had at the circus last night ! The circus tent was brightly illuminated with electric lights. There were seats arranged in a huge circle round an open place where the animals were to show their tricks. A big crowd had assembled there.

Exactly at 8 o'clock the show began. We were full of thrill and excitement.

First came in eight horses. On their backs rode seven men dressed in red, blue and yellow, and a girl dressed in a riding-cloak. The band played a dance tune, and all the horses went round in a circle dancing in tune to the music. Then the riders got up and stood on the backs of the horses. The horse on which the girl rode was now without its rider. She now stood aside directing the tricks to be shown by the horses and the riders. She struck the whip and the horses galloped in a circle, the riders standing on their backs. She cracked the whip again and now the riders were jumping from one horse to another and turning somersaults in the air, touching the ground with their feet and coming into position again by catching the tails of the horses. It was indeed very wonderful. We cheered and cheered till we could cheer no more.

Then the elephants were brought in. They performed very funny tricks One by one they crossed a narrow bridge. They stood upon their hind legs and danced. They stood in a row ; one balancing his forelegs on the back of the next in front of him.

Next there came three very funny clowns with painted faces. One was dressed like a monkey, the other was dressed like a lion, and the third like a village girl. We little children thought at first that these were animals that could both speak and walk. They made us roar with laughter at their funny antics.

But the most wonderful part was to see the tame lions. It was really a splendid thing to see them do certain things unimaginable in actual life There stood the lion-tamer, with a strong whip in his hand. There were three lions which were made to stand in a row, and a goat was made to jump from the back of one lion on to another. Then they brought in a cow, and the lions were made to jump over its back. It was really very surprising to see all this

Then there were athletes who held us spell-bound with their gymnastic feats. They climbed to the roof of the tent by means of a rope ladder and there walked and ran on a rope hung between two poles and holding the stretched out rope with their feet took many a somersault. At one time I thought that I had gone to sleep and was dreaming.

We had a very exciting time, and returned home, full of strange and varied experiences.

11 A Fire in My Neighbourhood

What an exciting time we had last night ! I had hardly gone to bed, when I was awakened by the loud cries of 'Fire !' 'Fire !' Going up to the roof, I saw in the distance a red glow in the sky. It was a mighty conflagration.

I hurried out of the house and was soon on the road. There I found crowds of people, hurrying to the scene.

After winding along through a number of by roads, we at last reached the place. It was the house of a rich merchant that was on fire, and the blaze was tremendous. It was a vey crowded locality and hence the people feared that the fire might spread to the adjoining houses.

It was a terrible sight to watch. The heat of the flames was intense and did not allow us to come near the fire. The hot blast seemed to burn our very faces. The huge flames, drazzling bright, leaped up to the clouds. The air was thick with smoke and pungent with the fumes of the burning timber.

The whole house was full of noise. Babies were screaming, women crying and men shouting for help. People were throwing buckets of sand and water on the flames. Boy-Scouts and Seva Samiti volunteers were rescuing household goods and furniture from the flames. Everyone seemed to be busy.

Now the fire-brigade arrived. At once the brave firemen leapt into the fire and began to battle with the flames. It was a wonderful sight to see them in their shining helmets, playing streams of water on the shooting flames with their long hose pipes.

Suddenly the roofs fell with a thunderous crash and the flames leapt up miles high. The burning sparks of fire danced all round. It was a terrible sight.

But the brave firemen went on fighting against the flames. For full one hour the fire raged, but at last it was brought under control.

One of the firemen displayed unusual bravery and heroism on this occasion. In the midst of confusion the lady of the house had left her six-year old child sleeping in room on the upper storey. Fire had reached that room. One could clearly see through the window the tongues of flames licking the ceiling. No one dared to risk his life. The woman was crying piteously. The brave fireman came forward and ordered a ladder to be placed against the window. Straight he climbed up the ladder, entered the room full of smoke and fire, and soon returned with the child in his arms. He had hardly landed on the ground, when the roof fell down with a crash.

Happily no lives were lost, though some of the firemen were badly burnt. But there was a tremendous loss of property. It was estimated that property worth lacs of rupees was burnt to ashes.

12. My Favourite Leader

Mahatma Gandhi heads a list of the "ten greatest of our time" in a review prepared for the mid-century edition of the Canadian Monthly, *Maclean's Magazine*.

Prof. Hutchins' criterion is that"true greatness must rest upon the depth of a man's influence, and the effect of that influence in changing our thoughts and lives."

Mahatma Gandhi is given pre-eminence in this list of immortals because he was "the man who most resembled Christ in the last 2,000 years."

Mahatma Gandhi was the Apostle of truth and non-violence who tried to conquer hate by love and anger by kind words. He has been truly called 'the Father of the Nation'— the Architect of India's freedom through non-violence. He has been perhaps the first and the last great leader in the world's history who transformed *satyagraha* into a mighty weapon and won back freedom for 800 million of his countrymen, without shedding even a drop of blood.

"It was he who pulled us out of the slough of despond and despair and 'blowed' into us a spirit which enabled us to fight for justice and freedom, and placed in our hands the matchless and unfailing weapon of Truth and Non-violence which without arms and armaments has won for us the invaluable prize of Swaraj." It has been well described by Lord Mountabatten as "A Treaty of Peace Without a War."

We must follow the path shown by Mahatma Gandhi—the path of truth and non-violence. He gave us and the world a message, and that message still inspires the 'war-weary' world.

By Gandhiji's death the cause of suffering humanity, of world peace and of social justice has received a serious setback. He died a martyr to the cause of communal harmony and democracy for which he worked all his life. His ambition was to establish *Ram Raj* , to wipe 'every tear from every eye' in the country. He is gone, but his spirit lives and continues to inspire millions of his countrymen . His martyrdom is the crowning glory of a noble and divine life nobly lived for his people. He lived not for himself but for others. Such a great man comes our way only once in many centuries.

Pandit Nehru paid the following glorious tribute to the memory of the Father of the Nation in Parliament :—

"He lives in the hearts of millions and he will live for immemorial ages. Where he trod was the holy ground, where he sat was the very temple.... In ages to come, centuries and may be millenniums after us, people will think of this generation when this man of God trod the earth and will think of us who, however small, could also follow his path and probably tread on the holy ground where his feet had been. Let us be worthy of him. Let us always be so."

II ESSAYS WITH OUTLINES ONLY

13 A Holiday Excursion

1 **Introduction** Our annual examination was over We were free Ravi suggested a trip on bicycles We decided to cycle to the Holy Temple and back

2 **The Journey** We set off in high spirits early in the morning We carried with us baskets of fruit sweets, pastry, and cakes We soon got away from the noisy streets and smoky town It was spring time On either side of the road stretched fields of ripe corn, lit up by the bright sunshine and standing ready for harvest

3 **Description of the Place** The Holy Temple was worth seeing Its dome and roofs was covered with gold They glittered and shone very brightly in the sun The worshippers were reciting sacred *mantras*

4 **A Special Incident** Describe any particularly interesting or amusing incident that occurred during the course of your holiday Say that your pocket was picked and that you were left penniless in a strange place Describe how you overcame the difficulty

5 **Conclusion** Sum up your general impression of the holiday Fresh air and exercise — effect on your health and spirits—the real value of a holiday

14 A Journey by Bus

1 **Introduction** A very tiresome journey Travelled from Ganganagar to Bikaner to attend the marriage of a friend

2 **The Journey Itself** The passangers herded like cattle Could hardly get pure air to breathe Sweat pouring down our foreheads Sat with our knees pressed against our chins Could hardly sit at ease The road was full of pot holes Were violently shaken out of our seats Heavy bumps Once in very five minutes our heads struck against the wooden sides Remained sitting in the same posture for about eight hours before we reached our destination

3 **An Incident** Something went wrong with the engine of the bus The driver could not make the engine work The heat was dry and fierce like the blast of a furnace The sun was blazing right overhead—a fierce, scorching pitiless sun All dying of thirst No water to be had near by The driver of a passing bus made the engine work again

4 **The Destination** I was glad to get down My back and legs were now as stiff as wood I could hardly stand erect. My sides were aching

and my head was giddy. My limbs were dead tired. My eyes and face were all covered with dust. Every nerve in my body had been roughly shaken. I vowed never to travel by bus again.

15. The Happiest Day in My Life

1. The happiest day in my life was the 20th May,1987. Although so many years have elapsed since then, that day still stands out fresh in my memory as if it happened only yesterday.
2. The All India Higher Secondary Examination results were declared on that day and I had topped the list of successful candidates in India. I was the luckiest boy in the country to have achieved such a rare distinction. No doubt I had done very well in the examination but such a superb achievement was beyond my expectation. The whole house was full of jubilation at my unexpected distinction. My parents received felicitations from all quarters. How jubilant I was when the Principal along with the entire staff visited our house to congratulate me on my brilliant success. He said that he was proud of the honour I had brought to my *alma mater* and that the school had been closed for the day in my honour.
3. It was indeed the happiest day in my life and its memory can never, never fade from my mind, for such a day comes only once in one's lifetime.

16. A Memorable Event in My Life

1. **Introduction** . A very dark night. All alone. Going to see a friend who had met with an accident. Mind full of fear. Heard strange noises.
2. **The Narrative.** The darkest and narrowest part of the lane. Passed by an old and deserted house. Said to be haunted by ghosts. Heard screams, shrieks, moans, groans, lamentations, coming from the house. Thought that they were made by ghosts. Taking courage took a step forward. Cries became sharper and clearer. Heart almost stopped beating. Stood rooted to the spot in fear. Suddenly four or five dogs bounded out of the house and ran away.
3. Heaved a sigh of relief. Fears left me. Laughed loud and long. There were no ghosts in the house. Only dogs growled and moaned. What an amusing incident ! Made my friend roar with laughter.

17. Home, Sweet Home

1. **Introduction** . 'Home sweet home, there's no place like home' The charms and pleasures of home life are known to everyone. Just go out to another town to see your relative, and there you will be secretely pining for your home, sweet home.

2 **The Joys of Hor e** The joys of home may at first seem to be somewhat commonplace But as we grow older we find that these are the true sources of happiness The joys given by wealth, rank, position and fortune are short-lived , they soon pass away But the joys of a domestic life are of a permanent nature A kind father, an affectionate mother a sympathetic brother, a loving aunt a dutiful son a devoted, obedient daughter fill our life with cheerfulness.

3 **Home is a School of Noble Virtues** A home is often the best school for acquiring the noble virtues of honesty, truthfulness faithfulness sincerity, devotion, obedience, sympathy, self-sacrifice, and self denial We imitate the actions of our parents and elders

4 **Conclusion** Most of our pleasant and durable associations are often connected with our homes For it was there that we spent the happiest days of our childhood and youth So it is that, wherever we may roam there is no place like home

Exercise 194 *Write essays of the following subjects* —

1 A Quarrel I Had With a Friend
2 The Most Interesting Thing or Place You have Seen
3 The Most Thrilling Incident in Your Life
4 Your Visit to a Famine stricken Area
5 An Adventure You had on a Journey
6 A Brave Deed
7 A T V Programme I Enjoyed
8 A Journey by Bus
9 A Rescue from a House on Fire
10 Caught in a Shower of Rain
11 An Important Event You have Witnessed
12 An Indian Hero or Heroine
13 A Noble Deed.
14 A Municipal Election
15 A Walking Tour
16 An Alarm of Fire
17 A Ceremoney The Laying of a Foundation Stone
18 A Cycle Tour
19 A Visit to a Zoo
20 A Robbery in a Running Train
21 A School Excursion
22 A Memorable Event.
23 An Indian Wedding
24 The Saddest Day in Your Life
25 The Indian Leader Whom You Admire Most.

26. A Dramatic Performance in Your School.
27. A Very Boring Holiday I Once Spent.
28. A Visit to the Science Fair.
29. The Most Interesting Experience of My Life.
30. The Most Exciting Event in My Life.

III. SPECIMENS OF DESCRIPTIVE ESSAYS

18. A Thunderstorm

A thunderstorm is a very grand sight in Nature. In India, thunderstorms are very common at the beginning and at the end of the monsoon. Only yesterday we had a grand thunderstorm.

For days together we had hot blasts of wind. Day after day the blazing sun rose in the sky, and the earth burned like a furnace. At last we saw dark clouds forming in the sky. The air was very still. Everything seemed to be calm. It was calm before the storm. It was a signal for the storm to burst.

At last the storm came. The sky was overcast with dark clouds. The thunder rolled in the distance. The flashes of lightning leaped in the heavens. Then a cool wind began to blow. It smelt of rain.

Gradually the roll of thunder became louder ; the flashes of lightning became clearer and brighter. The wind rose to a gale ; the clouds raced swiftly across the sky ; the sharp showers began to fall ; the storm had come.

Now the storm rose to its fury. There were continuous flashes of lightning in the sky. There was a tremendous crash of thunder. The rain poured down in torrents. A strong wind blew and rocked the trees violently to and fro.

For full one hour the storm raged. Nothing could be heard except the loud pattering of rain and the louder boom of the wind. The thunder crashed and rolled, the lightning flashed, the heavy rain pelted down, and the furious gale blew.

And then the wind died down to a gentle breeze ; the flashes of lightning became less frequent ; the thunder retired in the distant horizon ; the heavy downpour of rain changed to a drizzle. The storm had passed away.

But it had left its mark behind. The trees were uprooted ; the electric poles were twisted ; the streets were flooded ; the windowpanes were smashed ; the straw roofs of the mud-houses were blown away ; the cottages were swept away ; pools and puddles were filled with rushing water.

But it had done a lot of good. The air became cool and clean ; the earth became wet and soft ; and the atmosphere became pure.

19 The Town I Live In

Rampur, the town in which I live is very large More than 80,000 people live in it The town has many grand buildings and historical monuments Hundreds of tourists visit the place every year to see the historical ruins of the once-great town But I like the town, not for the historical buildings, but for its healthy climate It is not a very crowded town It is perhaps the cleanest town in our State

A river divides the town into two parts On the left of the river is the very old part of the town On the right is what is called Model Town Model Town is a beauty There is a bridge across the river The river is very wide Its water is pure and fresh Three big canals, which water the dry plains of the State, are fed by the river

The old part of the town is rather dirty It has dark and narrow streets The houses are small and dingy The shops are of the older type Clouds of dust rise whenever a car or a truck passes through the streets The streets are not always properly swept. There are only a few large houses in this part. These are not well ventilated too There is a small post office in the town where only one clerk works There is no separate telegraph office here There is no school in the old part. Most of the rich people have left this part and built their own bungalows in Model Town But the place still attracts visitors for all the important historical buildings are to be found in the old part of the town The ruins of the city still excite the imagination and wonder of foreign tourists

Model Town is a fine place It is modern in all respects There the bazaars are lined with fine, shady trees In Civil Lines we have the Super Bazaar, the Janta Market and the Eastern Square , in these parts are situated some of the grandest of buildings Here one also finds large, modern bungalows In some of these live the government officials , the others are occupied by rich lawyers magistrates, judges, and businessmen In Model Town we have a post office a full fledged college, three high schools for boys, a government high school for girls, the law courts, a Christian church a dak bungalow the big railway station, the government dairy farm and many beautiful parks and fine buildings So Model Town is indeed a nice place to live in

20 A Village Fair

The best attended fair I have ever seen is the one held every year in my own town at Basant.

All sorts of people are seen at the fair Beggars in their rags ask for alms One pities the blind and the lame and gives them a few coins in charity

But one does not find only the beggars here. Take your stand near the shrine and watch the crowd. You will see villagers elbowing their way through the crowd. That young bride there is offering prayers for the birth of a child, while that poor widow beyond is praying for the return of her long-lost son. The schoolboys are idly wandering about the shrine, while the girls are standing apart, laughing and jesting.

There are two long rows of temporary stalls, with a broad passage in between. Here is a fruit-seller, selling bananas, oranges, apples and guavas. There is a sweetmeat seller's shop at which you see a crowd of village women and children buying sweets. Village women and children are very fond of sweets. There are also stalls selling toys, bangles, balloons and ice-cream. How happy those girls are ! They are buying bangles and brooches of different designs.

People go to a fair to make merry. So one can find various kinds of amusements there. At one place you see a merry-go-round, with its load of gay men, women and children whirling in the air. At another place, you see a juggler entertaining the ignorant villagers with his tricks. Rope-dancers and drum-beaters are also there.

The whole place is full of dust and noise. Go where you like ; you hear the loud beating of drums, the shrill music of reed pipes, the blowing of rubber balloons, the shouts of women and children, and the hoarse cries of pedlars and hawkers.

Such interesting sights and sounds are the chief attractions of a village fair.

21. The Prize Day at My School

Our annual prize distribution took place yesterday afternoon. The function was held under a beautiful *shamiana* in the compound, as the school hall was not big enough to hold both the students and the visitors. It was beautifully decorated with flags, mottoes, pot-plants, and photos. A large platform had been put up and on this were the tables covered with prizes, and chairs for the Governor and the high officials of the district. There were chairs for the guests, while we sat on the benches.

We were all in our seats at 4.30 p.m. The Governor arrived exactly at 5 p.m. He was received at the gate by the Principal and the President of the Governing Body and was profusely garlanded. When he entered the *shamiana,* we all stood up and cheered while the girls of our school sang *Bande Mataram*. After that, several boys recited poems or sang patriotic songs, and then came a play '*The Rāni of Jhansi*', staged by some of the tenth class students. The play went off well and the Governor seemed to like it very much.

When this was over, the Principal came on the platform and read out the annual report It was rather dull and nobody cared much for it, but the Governor seemed to be interested in it for he listened to it with rapt attention

After the report had been read, the Principal requested the Governor to give away the prizes The Vice Principal now came forward and called out the names of the prize-winners who walked up to the platform one by one to receive the prizes

After the prizes had been given away, the Governor made a short speech He praised the school for its achievements in sports and studies during the year He also congratulated the Principal and the staff on the brilliant results the school had shown in the All India Higher Secondary Examination and the Nehru Shield the school had won in sports.

When the Governor sat down, the Principal thanked him for his presiding over the function and called for three cheers which we gave very heartily

Then the Governor left and we were given a holiday in honour of his visit to our school

22 A Magic Show

What a fine time we had on Saturday last ! Our school had arranged a magic show by the famous magician, Mr Parasnathan

The school hall was full The Headmaster and the teachers occupied the front seats while we sat on the benches behind them

The magician stood on the platform He wore a long black coat and a tall black hat He had a magician's wand in one hand and a handkerchief in the other On the table in front of him were placed some boxes of different colours, a few glasses, a rope a knife and some other things

The magician started his first trick. He took two boxes in his hand One was bigger than the other He showed both the boxes to the spectators There was nothing in them Then he took some small pieces of paper and put them in the smaller box He put some round pieces of cardboard in the bigger box He then covered both the boxes with the black cloth and waved his wand over the boxes three times Then he uncovered the boxes What did we see ? We saw the smaller box full of sweets of different kinds—toffees, peppermints, and *barfi*

Then he performed his famous trick called the 'ring trick' He borrowed a ring from a teacher He tied it up tightly in the corner of a handkerchief and gave it to the teacher to hold The teacher could feel the ring in the handkerchief and held it tightly between his finger and thumb He then asked the teacher to let go the ring and shake the handkerchief He did so and found that the ring had disappeared The magician then picked up an apple lying on

the ground and asked the teacher to cut it open. He did so and to his surprise found the ring there. We were all highly amazed.

The magician's last trick was a wonderful one. He just waved his wand and there, in his hand, was a garland of flowers. He walked up to the Headmaster and put the garland round his neck. We all clapped heartily. The show had ended.

23. Independence Day

The 15th August, 1947 is a red letter day in the history of our country. It is called 'Independence Day', because on that day the British rule came to an end in India.

'Independence Day' is celebrated every year on the 15th of August. It is celebrated in every part of the country. It is celebrated by the whole nation. On this day the National Flag is hoisted by the Prime Minister over the Red Fort in Delhi.

Early in the morning on Independence Day, the Prime Minister goes to the Red Fort. He hoists the National Flag and addesses the people. The National Anthem is sung and the band is played on this occasion. The guard of honour is presented by the Indian army. Buildings in Old and New Delhi are brightly lit with electric lights. Sweets are distributed to school children, meals are given to the poor and medals and honours are awarded to the brave.

'Independence Day' is our greatest National Festival. All the schools, offices, shops and factories in the country are closed on this day. All the people—young and old, rich and poor, high and low—are gay on this day and take part in the national festival.

24. A Cricket Match that I Watched

The other day, I went to see a very fine cricket match between the Gymkhana and Patiala teams. A large crowd had gathered to watch the match in the Nehru Park. The captain of the Patiala team won the toss ; so the Patiala team went in first to bat and the Gymkhana team took the field.

The two batsmen who went in first to bat, we soon saw, were not good players. One of them was bowled out very soon. The score then stood at only ten. The next player who went in to bat was very careful. He did not care much for runs. He simply 'blocked' most of the time. In this way he tired the bowlers out. The bowling was strong, but he played a steady game. He was not able to make even a single run for the first ten minutes. But the other player was a good bat. He hit the ball well and hard whenever he got it. But he soon paid for it. The bowler sent him a slow ball. He hit it hard and was caught out.

The next four men played out very quickly—two were bowled out, the other two were caught out The score stood at fifty We thought that the Patiala team would soon be all out. However, their captain made a stand With the help of his steady partner, he was able to pull up the score to eighty He played very cautiously, but before he could make more runs, he was run out. The other players went down one after another before the fast bowling The whole eleven was out for 95 runs

The Gymkhana team made rather a weak start. Their first wicket fell in about five minutes, when the score stood at only five They lost courage when their second player followed at the next ball However, their captain cheered them up He played a steady game He made runs very slowly At last he was caught out when the score stood at sixty Then their wickets began to fall quickly We thought that the Gymkhana team would lose the match But the next two scored very rapidly They hit three fours and two sixes In less than fifteen minutes they were able to pile up twenty five runs At last, one fine catch sent one of the last scorers off the field Now the last man went in to bat. His first hit, which was a six, won the applause of all the spectators But as ill luck would have it, he was bowled out when he next tried to hit a four It was really a sad thing for the Gymkhana team to lose the match by only four runs

25 An Indian Juggler

An Indian juggler is known all over the world for his wonderful tricks He travels about from town to town, showing his tricks for a few coins He is always welcome, for he pleases us with his clever tricks

He does his tricks so cleverly and quickly that the eye can hardly follow his movement. He takes a little ball and puts it under a cup You are quite sure that the ball is still under the cup And yet, when he lifts the cup the ball is gone ! You are amazed. He has done the trick

The Indian juggler is very clever at what is known as the 'basket trick' He places on the ground a large, round basket. A young lad gets into it and lies down The juggler then covers it with a piece of cloth He then takes a sword and thrusts it into the basket in every possible direction You hear painful cries of the boy and see the drawn-out sword smeared with blood You feel frightened for you think that the poor boy must be bleeding You feel like cursing the cruel juggler But he does not seem to care, as if nothing strange has happened After a few minutes he removes the cloth and opens the basket. You are astonished to find the basket empty and the boy gone ! A few minutes later, the same boy appears, as cheerful and happy as ever

But the cleverest trick of an Indian juggler is what may be called the ring trick' It is surprising how the ring disappears The juggler borrows a

ring from a person standing in the crowd. He ties it up tightly in the corner of a handkerchief, and gives it to a gentleman in the crowd to hold. The gentleman can feel the ring in the handkerchief and holds it tightly between his pointing finger and thumb. He then asks the gentleman to let go the ring and shake the handkerchief. The gentleman does so and finds that the ring has disappeared. The juggler then picks up an apple lying on the ground, and asks the gentleman to cut it open ; the latter does so and to his surprise, lo ! the ring is there !

Such are the wonderful tricks of an Indian juggler.

26. The Indian Beggar

The Indian beggar is very persistent. Wherever you go he is sure to follow you. You stop to talk to a friend for a minute, and he is there. You go to a shop to buy something, and he is there too. There is no escape from him. He does not leave us in peace even in our homes. He comes there also to ask for alms.

Broadly speaking, there are two classes of beggars. First, there are those who are strong and able-bodied men. They can work as well as any one of us. But they do not work for their living because they find it easier to live on the charity of others. No alms should be given to such beggars. Then there are those who are old and weak, blind and lame. Such beggars should be pitied and helped. They should be provided with food and clothing.

It may, however, be pointed out that the Indian beggar is, on the whole, an object of pity. He has no means of earning his livelihood. He lives by begging. He goes about quite naked except for a small loin-cloth. His body is covered with dirt and ashes. His hair is long and dirty. He never washes his face and hands, because he thinks that the dirtier he looks the more the people will pity him. He generally carries in his hands a long stick to drive away the barking dogs that often fly at him. He carries a begging-bowl made of clay. He goes from shop to shop begging for food or money.

He is, indeed, a very miserable creature. In winter he has nothing to protect himself against the biting cold. In summer he suffers from the scorching heat. He lives where he can and sleeps very often on the pavement.

There are very few people who receive him well, when he goes to them for alms. They sometimes abuse him, even beat him and turn him out of doors. It is only women who show him some mercy. They think that alms given to the poor will bring them blessings in the next life. So sometimes they give him food to eat, sometimes a few coins in charity, and sometimes a rag to cover his naked body.

Some beggars are really lazy and wicked fellows. They commit thefts at night. Such beggars should be given nothing. They should be caught and

punished They should be made to work for their living like honest people Alms giving is a great virtue But we should give alms only to those that are really poor, holy and helpless

27 The Indian Farmer

The Indian farmer is a simple, contented man His wants are few, and his only wealth is his land If his harvest is good he rejoices But if there is no rainfall and his crops fail, he runs into debt and leads a miserable life

It is often said that the farmer lives beyond his means People say that he is very fond of running into debt This is not true As he has to sow his land, buy corn purchase cattle and pay revenue, he needs money But he has no money with him So he has to borrow money He cannot help it

The farmer is very hard-working and patient under troubles He lives in a very humble cottage and sleeps on the mud floor He hardly ever gets good clothes to wear and good food to eat

His work keeps him busy the whole year When first rains have fallen, he ploughs his fields and plants maize, sugar-cane and cotton for the autumn harvest. When these crops are ready, he cuts them He then clears the ground, ploughs the land once again, and sows wheat for the spring harvest. He reaps it in March and April Then follow bad months for the farmer, for he has no work to do The ground becomes hot and dry, and nothing can be grown The farmer leads an idle life looking after his bullocks, cows and buffaloes It is only when the monsoon breaks in the month of July that he has again a busy time

He works from morning till evening in his fields He gets up before dawn, works till sunset in the fields, and goes to bed when night falls His wife and children also help him a lot in his work He lives with great difficulty even when there are good crops, but if the crops fail, great troubles come upon him

No one can deny that the peasant forms the backbone of a nation He grows food for the whole country And yet this man who is perhaps the most useful working member of society, is exploited by the rich It is our duty to make his life better and happier than what it is today and to grant him the social status he deserves

28 My Favourite Game

Of all the games, I like tennis best. Tennis is the king of games, and all the well to-do and fashionable people like to play it. It is a favourite game of the cultured and the refined

I have my reasons for liking tennis more than any other game First of all tennis is not so violent as hockey or football is It is physically

impossible for a weak man like me to bear the heavy strain of either hockey or football. Only those who are exceptionally strong and sturdy can bear the strain of hockey or football.

Secondly, why I prefer tennis to any other game is that tennis is not so risky, as hockey, football or cricket. A ball in hockey may strike your bone and leave it broken for life. A hard kick at football may dislocate your knee and leave you crippled for ever. In cricket, the ball may strike your chin and break it, or hurt your nose or teeth. But no such fear need worry you in tennis. It is a safe game ; even a child can play it without breaking his limb or muscle. It may be argued that it is cowardly to fear danger, that a brave boy must face danger boldly and overcome it rather than avoid it ; but no such advice can make me like football, cricket or hockey ; I strongly believe that 'discretion is the better part of valour', that it is wiser to avoid danger than to court it.

Lastly, why I like tennis is more or less personal. I confess my weakness ; I am fond of playing tennis. I take a pride in playing this game. I feel it is superior to all the other games. Moreover, I derive more pleasure and satisfaction from playing tennis than from any other game. I cannot understand why other people like hockey and football better than tennis. They must be thoughtless people. Otherwise they must have decided in favour of tennis long before. A light game as tennis relaxes your body, fills you with joy and satisfaction, and gives you enough exercise for the upkeep of bodily health. What more do you want ? No, every man must decide in favour of tennis. It is such an enjoyable game that none can resist the temptation of playing it.

I can play football and hockey besides tennis, and a little of cricket and volley-ball too ; but none so well as tennis. It is the game I like most to play.

29. My Next-door Neighbour

Thy neighbour ? It is he whom thou
Hast power to aid and bless,
Whose aching heart, or burning brow
Thy soothing hand may press.

Such is the description of the neighbour given in the Bible. "Love thou thy neighbour as thyself," was the divine commandment.

A good neighbour is a great blessing. He is more than a relative to us. Our relatives, living far off, may not be in a position to help us in our troubles and sorrows, but a good neighbour is ever ready to help us in our misfortunes. He lives next door, and can be easily summoned up whenever we may need his help.

I have one such ideal neighbour He is a kind-hearted and sympathetic fellow Though older in age, yet he is the merriest and the most companionable of all neighbours He is never found wanting whenever I need his advice or help He is ever ready to sacrifice his rest or comfort for my sake His mature experience is always there to guide me in this world and save me from pitfalls

He is the most unselfish and self-sacrificing man I have ever come across His purse, his time, his resources are all at my disposal He has almost become a member of our family from whom I conceal nothing I discuss all my plans and schemes with him, and hardly embark upon any, unless and until I get his support He never fails me with his mature advice which I have almost always valued not only in theory but also in practice

He is highly considerate and extremely accommodating. He never says an unkind word He is always full of sympathy, love and affection for me He participates in all my joys and sorrows. He is a great prop to me in this dark and dreary life He is a pillar of strength to me in the midst of storms and tempests of life

He has been of great help to me on many an occasion Once it so happened that all of a sudden at midnight I became seriously ill I began to vomit and my heart began to sink He at once came running and sat by my bedside the whole night. He called in doctors and administered to me all the medical aid that was available at that time of the night For full seven days and seven nights he nursed me with his own hands, and left me only when I was well and hearty again I can never forget his sympathy, kindness and service On another occasion when my only child was taken ill, he was of considerable help and consolation to me I would often become nervous even lose heart and cry like a child But he spoke to me words of cheer and thus gave me courage and strength The time of illness was past , the child recovered from typhoid at last. How can I repay such a kindly neighbour ? May God bless him !

30 A Visit to a Historical Monument

A visit to Agra cannot be called complete unless one sees the Taj—the Crown of the World This peerless tomb was built by Shah Jehan after the loss of his wife, Mumtaz Mahal, as a token of his great love for her It is said that it took twenty years to build, and that twenty thousand men together were employed at one time on the work.

The Taj Mahal is surrounded by a beautiful garden In it tall dark cypress trees grow along the straight walks, and fountains play in some places It is made of white marble It has many smooth green lawns and many beds of glowing flowers All these add to the beauty of the Taj

The Taj itself stands on the bank of the river Jamuna. It has four tall slender white marble minarets, one in each corner of the platform around it, on which the great tomb stands. Look at it from a distance. How small and delicate, like a fairy palace, it looks ! Come nearer, and you find how large and stately it really is. If you go up the marble steps, and stand close to it, the dome seems to soar high up into the blue sky.

The real tomb is in a vault beneath the building, and the way to it is led by a flight of steps. It is all decorated with precious stones, and the beautiful screens of carved marble that look like delicate jeweller's work in silver. There in front of us is the grave of the well-beloved queen of Shah Jehan whose love was so great that he had built for her this wonderful and world-famous tomb at an enormous cost.

It is delightful to see the Taj at any time of the day. But it is most wonderful to see it in the light of the full moon. At that time it looks like a building of pearl, or a palace made of silver. It looks so bright and delicate that it seems to have been made of white clouds. The gleaming white marble, the black shadows, the dim light, the silence, and the sweet scented gardens, all make it a wonderful sight to see.

Not carried away by the remembrance that twenty thousand workmen were employed for twenty-two years in its construction, that it cost hard upon three crores of rupees and that gems and precious stones came in camel-loads from all parts of the earth to furnish the inlayers with their material, you are lost in admiration at the glorious beauty of the Taj. Surely man never made such a paradise ! It cannot be a building, you whisper ; it is an enchantment.

IV. ESSAYS WITH OUTLINES ONLY

31. The Scene at A Railway Station

1. Introduction. We arrived at the big railway station of Delhi. What a noise there was on the platform ! People were shouting ; engines were whistling ; trucks were being shunted ; and trains were coming in and going out.

2. Description of the Station. The station was a huge place. It looked like a castle. There was a big waiting hall for second class passengers. There were many booking windows, parcel offices, and big waiting rooms for First and Second Class passengers.

3. The Platforms. There were about ten platforms. On every platform were bookstalls, refreshment rooms, and offices. On every platform crowds of people were waiting, and getting into or getting out of the trains. Powerful engines with their drivers and firemen—passenger and goods

trains—the guards—the hurrying passengers—the station master—the porters bending double under the heavy luggage

4 **Types of Passengers** Describe briefly a few types , for example, the workman going to his factory, the man of business, the fashionable *babu,* the fat, old merchant, the young girl in her beautiful *sari,* the old woman wearing a veil

5 **The Arrival of a Train** The powerful engine of a train steamed in—great rush on the platform—platform full of noises—people talking, shouting, laughing and making a dreadful din—all sorts of hawkers passing to and fro—cries of *puri chai garam, dudh garam* ice-cream

6 **Conclusion** The railway station seldom rests by day or by night

32 Your Annual Athletic Sports

1 **Introduction** The weather—state of the field—the onlookers , mention any important visitors—describe the gay scene on the field

2 **The Events** All the events went off well First we had races—the 100 metres race the 200 metres race, the 600 metres race, the 1000 metres race, the cycle-race, and the hurdle race Then came the jumps—the high-jump, the long-jump and the pole-vault. The pole-vault was hotly contested between Ganga and Rehman but Ganga won at last The tug-of-war was a great fun as both the teams were pretty evenly matched Last of all came the funny events—the potato-race, the apple race, the handkerchief race, the egg-and spoon race, the sack race and the three-legged race Oh, how the boys tumbled about in their sacks and fell down in the three legged race !

3 **Conclusion** Prizes and medals were given to the winners Sports create a healthy rivalry among the competitors School life would lose half its charm without sports

33 A Drought (or A Famine)

Separated families Crumbling walls, broken roofs, half-deserted villages Dry trees, their branches turned and twisted in agony towards the ground perhaps in a last ditch effort to suck water from the mother earth Stench of dead animals suffocating in the environment. Hungry emaciated cattle and animals wandering in search of fodder Carcases of dead animals being devoured by the birds of prey or just decaying Half-starved idle, hapless people Empty pitchers Empty grain bins These are the scenes one witnesses while visiting some of the villages which are facing the worst famine in 150 years Such is the intensity of the drought that even cactus which can grow and survive in dry areas has started getting burnt. It is

turning brown and crumbling. So is *babul*. Not a blade of grass is visible. There is desolation, death and decay all around. Nearly 60 per cent of the villages depend on the rain-fed ponds. The drying up of the ponds has created unprecedented water problems. The Government is doing all it can to alleviate the sufferings of the people in drought-hit village. —*Adapted.*

Exercise 195. *Expand the following outlines into short descriptions :—*

1. A Public Function at Your School

Nature and object of the function—circumstances which led to it—preparations—beginning of the function—proceedings—close of the function—general impressions—concluding remarks.

2. A Charity Football Match

The occasion—the organizers—the two contesting teams—the players, the referee, and the spectators—a description of the game—the beginning, the interval and the end—remarkable incidents—general impressions—concluding remarks.

3. A Market You Know of

Variety of articles bought and sold—streams of busy men moving about—their looks of importance—deafening noise—dispute over terms—the quick purchases of the wealthy and the slow transactions of the poor—the condition when it opens and closes for the day and when business is at its height—sanitary arrangements and suggestions for improvement.

4. A School Excursion

The purpose of the outing—preparations for it—the members of the party—the journey—arrival at the destination—how you spent the day there—what pleasure or profit you derived from the trip.

5. The Seasons of the Year

Names in order—weather conditions in each—changes in the ways and clothing of men—flowers and fruit peculiar to each—games and sports—special attractions for and inconvenience of each—your preference for any and reasons thereof.

6. Domestic Pets

Types of animals usually kept as pets—the care taken for their well-being—the necessity of feeding them and keeping them clean—diseases that may be spread by them—reasons for keeping pets—birds for recreation, cats for destroying rats and dogs for safety—deep attachment they develop for their masters—any example that you have read—no European household without pets—sometimes not welcome in orthodox Indian homes.

7 Your First Day at School

Preparations for the occasion—how you felt about it—the school building—the formalities of admission—your impression of the headmaster or headmistress—your entry into your class-room—the teacher and the students there—the lessons—the recess—arrangement for games, if any—general remarks—whether you felt encouraged or depressed—any improvements in the school you would suggest

8 A School Garden

Its description—planning for beauty—an aid to nature study—how maintained—co operaation of the pupils necessary—teachers' part—joys derived from a well kept garden

9 A Hospital

A very useful institution, specially for the poor and the middle-class people—maintained by Government and sometimes by private charity—treatment and diet free—better facilities of treatment in hospitals than at home—beds in hospitals limited—general wards and cottages—special wards—outdoor and indoor patients—hospital staff—disadvantages in hospitals

10 A Market Place in an Indian Village

Open space—temporary sheds—permanent stalls or shops—noise and crowd—articles sold—articles most in demand—customers and dealers—higgling for price—advantages of a village market.

11 A Cycle Tour

How planned—companions—programme—preparation and start—sights and incidents on the way—first half—the rest of the tour—any exciting adventure—return and feelings on its completion

12 Your School

Name and situation—outward appearance—accommodation, furniture and apparatus—the staff and management—instruction and discipline—games and physical education—the library museum and literary societies—endowments scholarships, stipends and prizes, etc

13 A Flood

The sudden rising of water and the flooding of a whole country side—great loss of life and property—numberless men homeless and starving—a feeling of horror and sympathy in the whole country—arrival of relief

14. Annual School Sports

The different events—keen competition among the athletes and great enthusiasm among the spectators—the best all-round sportsman of the school—holiday spirit and spirit of fun and mischief among the students—the giving away of prizes.

15. A Village Fair

Lovely little village of simple people—a day of religious festival—a happy crowd of men, women, and children in their best clothes in the fair—buying and selling and eating—fun and amusement—returning home at the end of a day thoroughly enjoyed.

16. A Furious Mob

A strike of labourers organised by Communists—wanted to hold a meeting in Mahatma Gandhi Park—formed into a procession—marched through the main street—set fire to trams and buses—looted the shops—attacked the post office—arrival of the police—threw bombs and acid bulbs at the police—policemen injured— police open fire—the mob disperses—ring-leaders taken into custody—people closed their shops—streets and bazaars deserted—panic throughout the city—total suspension of business for several days—concluding remarks.

17. Your Idea of a Really Good Teacher

A really good teacher a rarity—an ideal teacher is unselfish, noble, and sympathetic—is devoted to his duty—takes a keen interest in the well-being of his pupils—not only teaches them the three R's but also moulds their characters and builds their moral backbone—is self-sacrificing—does not care either for praise or for reward—dispels ignorance and darkness—sheds knowledge and light—a builder of the nation.

Exercise 196. *Write short essays on the following subjects :—*

1. A Great Patriot.
2. Your National Hero.
3. A Visit to a Circus Show.
4. How You Spent the Summer Vacation.
5. The Happiest Day of Your Life.
6. The Celebration of Independence Day in Your Town.
7. A Visit to a Cinema Show.
8. Your Pet Animal.
9. A Happy Dream.
10. A Street Beggar.
11. A Visit to a Large Town.
12. The Season of the Year You Like Best.

13 A Visit to a Hill Station
14 A Street Hawker
15 Your Favourite Teacher
16 The Scene at a Bus Stand.
17 An Indian Festival.
18 A School Excursion.
19 A Railway Collision.
20 A Visit to a Museum.
21 A Visit to a Zoo
22 A Scene at a Picnic Spot.
23 A River in Flood.
24 The House I Should Like to Live in
25 The Most Amusing Pupil in Your School
26 The Subject You Like Most.
27 Your Favourite Film Star
28 The Country I would Like to Visit.
29 An Important Event in My Life
30 Annual Day Celebrations in My School
31 The Indoor Game You Like Most.
32 A Furious Mob
33 Any Act of Heroism You have Read about or Witnessed.
34 Life in an Indian Village.
35 A Rainy Day
36 Your Favourite Leader
37 Your Headmaster
38 Your School-Fellows.
39 A Dramatic Performance.
40 A Visit to a Place of Historical Interest.
41 Your School Library
42 A Holiday in the Country
43 The Annual Prize Distribution Function of Your School
44 Your Favourite Hobby
45 A Burglary in Your Neighbourhood.

V. SPECIMENS OF REFLECTIVE ESSAYS

34 Health, and How to Preserve It

Good health is necessary for happiness and success Those who do not possess good health cannot enjoy any happiness in life. Life appears to be a burden to them Although we sometimes find weak and ailing people enjoying happiness and doing good work in spite of bad health, such cases are

few and exceptional. In the case of most people bad health means misery and failure.

How can we keep our health ? Only by knowing and carefully observing the rules of health.

We must eat only good, plain and wholesome food. We must not eat too much or too little. We must eat as much as is required to satisfy our hunger. Again, we should not take too many rich and dainty dishes which affect our health.

We must take physical exercise regularly. A ploughman or a coolie who works hard the whole day may not need exercise, but those of us who do mental work need it most. We can get it in outdoor games, athletic sports, riding, running, walking or swimming, etc.

We must take in as much of fresh air as possible. We must not live in rooms where there is not enough sunlight and where we do not get plenty of fresh air to breathe. Many of us ruin our health by living in close, stuffy, and ill-ventilated rooms and breathing foul air. We must remain out of doors for as long a time as we can.

We must work. We must not remain idle. "An idle man's brain is the devil's workshop." An idle man cannot enjoy good health and happiness. Work is the spice of life. Honest, regular, interesting work, so long as it is not too exhausting, will do much to keep us in health.

We must take proper rest. If we go on working strenuously the whole day and do not take a rest at regular intervals, our health will be affected. Proper rest is necessary for the upkeep of our health. Continuous work without rest is bound to affect our health sooner or later.

We must have plenty of sleep. Going to bed late and rising early will soon exhaust our nerves and ruin our health. "Early to bed and early to rise, makes a man healthy, wealthy and wise" runs the proverb. We must have full sleep before we apply ourselves to our daily work. Oversleep is as harmful to our health as undersleeping is. Again, we must have sound sleep, *i.e.*, sleep undisturbed by dreams and waking hours. Sound sleep means sound health. Only those that are weak and ailing do not enjoy sound sleep.

We must avoid bad habits, like drinking to excess, smoking, taking opium, addiction to drugs and such secret vices that sap one's vitality and silently ruin one's body and mind.

Lastly, to enjoy good health, our life must be free from tension and nervous and mental strain which paralyse the vital parts of our body so much that no amount of nourishment can properly revitalize them. A man suffering from mental strain can hardly be found enjoying radiant health.

35 Importance of Politeness in Life

Politeness is a great virtue A man who behaves politely towards others is not only respected by them but loved also People speak well of him on all occasions No one can be angry with him

Politeness towards others means that we are civilized and cultured. A rude person can never be called cultured He will always give offence to others by his bad manners But a polite person will always please others by his polite behaviour and good manners

Politeness means consideration for the feelings of others A polite man always puts the feelings of others first. He will not say things that will hurt them he will not speak in a rude way that will offend them , he will not do such things as, he thinks, they may not like

Politeness is necessary to success in life Rough, rude, and selfish people are always disliked , kind polite, and unselfish people are always popular A rude shopkeeper or businessman is never liked by the customers They always go to the shop of that man who greets them with a smile on his face, speaks to them politely, offers them a chair to sit on, and is nice to them in behaviour

Politenes has been called 'the oil of the social machine ' In society we cannot do without politeness Everyone is required to behave politely in society If we are not polite to others, why should others be polite to us ?

Besides, as has been said, 'Politeness costs nothing but buys everything A kind word does not cost us anything Yet the world is full of people who will always try to behave in a way that will offend you

Politeness is a duty which we owe to ourselves as well as to our neighbours A man is polite to others to show that he is a cultured man and knows good manners A really polite man is he who is equally polite to his superiors, equals, and inferiors

And then one does not lose anything by being polite to others, though one may lose much by being rude to people So why should not the virtue of politeness be cultivated by all ? It is a virtue that will bring us success, pleasure and popularity

36 Dangers of Idleness

Idleness is a great vice and a great danger It is the father of all evils Isaac Watts once said, "For Satan finds some mischief still for idle hands to do" There is also the proverb, "An idle man's brain is the devil's workshop" This is very true Having nothing to do, the idle man turns his attention to sin A life of idleness is a life of sin It brings with it misery and want It is the root of all evil

We sometimes think it would be very nice if we had no work to do. We envy the rich who do not have to work for a living, and have holidays from January to December. We wish to be idle like the rich. But idleness is not really happiness. No one who is idle all his days can enjoy real happiness. It is work that gives us real happiness. So we should not remain idle.

Again, an idle boy grows up to be an idle man. He makes no progress in life. He loses some of the best chances in his life simply because of his idleness. The story of the hare and the tortoise is to the point. The hare who was proud of his speed was beaten by the slow-moving tortoise, simply because the one idled away most of the race in sleeping while the other went on and on.

It is improper for a youth to be idle. Idleness eats away all his energies. He is a foolsih person who says " I have nothing to do". The world is full of suffering people. Try to remove their sufferings. What nobler work can there be ?

The question now arises, 'Should the rich be idle ?" The answer is, "Certainly not". If a rich man has not to work for his living, he can work by helping suffering humanity. Besides, however rich a man may be, he cannot be idle without sacrificing happiness. The health of an idle person is bound to suffer, and without health there can be no happiness.

People who have not to work for their livelihood are less fortunate than those who have to earn their living. The former will soon become idle, unhealthy, discontened, and miserable, while the latter will always enjoy health, peace, and happiness.

So it follows that in order to be happy we must work, for idleness can never give us real happiness. An idle person is like a strong beggar, who does not earn his living by honest work. He cannot hold up his head high or command respect from others. Only an honest worker can enjoy respect and dignity.

37. Punctuality

Punctuality is a habit which must be cultivated by every cultured person. It is the mark of civilization and culture. It has been rightly called the 'soul of business'. In our daily life, we have to attend to various types of business. This brings us in contact with other people. We hardly realize that in being late, how much annoyance and worry we unnecessarily cause to others and make them suffer on account of our lethargy for no fault of theirs.

Nelson used to say that he owes his success in life to punctuality. If a man has various duties to attend to, he must be punctual, otherwise his life will be a failure.

It is no easy thing to be punctual. It requires a man all the energy to regulate his life, if he wants to be punctual in every business. Unpunctuality

invites trouble and worry A man who is punctual and keeps his appointment is sure to be held in high esteem by others Everyone has confidence in him Everyone trusts him because he keeps his word Sometimes people have lost opportunities in life by being late for only a few minutes

In society, unpunctuality is considered to be akin to rudeness "Punctuality", said Louis XIV," is the politeness of Kings" "It is also the duty of gentlemen, and the necessity of men in busines," said Smiles Washington once took his secretary to task for being late The secretary laid blame upon his watch Washington retorted," Then, Sir, either you must get a new watch or I must get a new secretary"

When, therefore, so much depends upon this virtue, we ought to acquire it by steadfastly cultivating it in our daily life

38 The Right Use of Leisure

1 'How should one make the best use of one's leisure hours ?' is a problem that faces every right thinking person Many people simply waste their time in doing nothing They will just sit and smoke with vacant minds Others craving for romance and excitement, spend all their lesiure hours in a giddy round of noisy amusements An occasional visit to a cinema or concert or circus is all right, but to spend all one's time in a restless rush of exciting pleasures is not wise

2 How can we use our leisure wisely ? Leisure should be used for recreation Our leisure hours should be really recreative The best way of using our leisure is therefore, to find some hobbies that interest us There are various hobbies which people can pursue A clerk, for example, who needs fresh air and exercise can very profitably take to gardening in his leisure hours A teacher who is soley occupied with books can find much amusement in painting or gardening A photographer can find recreation in the pursuit of a hobby like stamp-collecting and drawing

3 What are the advantages of pursuing hobbies in our leisure hours ? In the first place, they provide us with an agreeable occupation in our leisure hours Secondly, they fill our vacant hours with interest, amusement and recreation Lastly, in our old age when we have retired from active life and have no work to occupy our time, hobbies keep us busy Such are the advantages of pursuing a hobby in our leisure hours

39 Use of Public Libraries

Once a great educationist said that if he had some money for education, he would do three things He would, first of all, build a big hall where students could meet one another as friends This hall would be the centre of the students' social life After this he would build a library where students could go to study If he had still some money left, he would employ a few

teachers. What the educationist meant to say was that a library was one of the most useful things in a town or an eductional institution.

This is true not only of educational institutions, but of other places as well. A library is really one of the most useful institutions in the world.

Why is it so ?

In the first place, a library stocks rare books and manuscripts. It is not possible for every person to buy these books, for they are very expensive. But libraries can afford to purchase them, and thus give the ordinary student an opportunity to have a look at them. In this way they bring the most valuable books within the reach of even ordinary persons.

At the same time, it contains costly dictionaries, encyclopaedias and books of reference. It is clear that it is not possible for everyone to possess all these books. But if one wants to consult such books, one can very easily go to a public library. Similar is the case with books on science and other subjects. Since individuals cannot afford to possess all of them, they can make use of them in libraries where they are kept.

Public libraries, in some respects, serve the same purpose as educational institutions. They spread knowledge and banish ignorance. This is the reason why they are called temples of learning. It is not always possible to study at home without being disturbed by one thing or another. But in a library one can study for hours without having one's attention distracted by anything. It is so because everyone goes there with the set purpose of studying. So much silence reigns there that one feels disposed to study. In this way libraries provide us with facilities for quiet and undisturbed study.

Libraries not only spread knowledge, but also increase the stock of human learning. It is only by patient study in libraries that people discover many new things ; it is there that people collect material for new books and articles. Thus they serve indirectly to increase human knowledge.

40. My Hobbies

Lord Brougham said, "Blessed is the man who has hobbies." The pursuit of hobbies is not, as some think, a waste of time. Rather it prevents us from wasting our time in other frivolous pursuits. Hobbies fill our vacant hours with amusement and interest.

So I am justified in having my hobbies. And I have a number of them. I take a childish pleasure in collecting old stamps of different nations. I keep an album wherein I paste these curios of mine. Every now and then I open my album and have a look at the beautifully arranged postal stamps. Oh, how they stand staring at me !

I also take pleasure in making collections of wild flowers and ferns, and in pressing and mounting their specimens By nature, I love, flowers—all their varieties Their lovely hues and glorious tints charm me beyond measure

Being a student of geology, I also find much amusement in collecting fossils The earth and its crust reveal to me mysteries unknown and wonders undreamt of I know how aged a particular piece of soil is and what its characteristics are

But the collecting of pictures, old manuscripts, curios and antiquities—the hobbies of the rich—is not meant for me

Then I take pleasure in photography too In a delightful morning I take my camera with me and go to the surrounding hills and take snapshots of the scenes of nature It gives me great pleasure in washing the negative, and patiently working on it with a delicate brush, and in at last contemplating the final fruit of my labours in the form of a finished photograph There is much pleasure in keeping a record of all the beautiful scenes of nature and majestic buildings I may happen to see

Gardening is another favourite hobby of mine The tending of delicate plants, the nursing of flowers, the trimming of flower-beds, the uprooting of poisonous weeds and thorns, the covering of fruit and vegetables to shield them from biting cold, and the watering of flower-pots—what a pleasure and joy all this gives!

These are my hobbies We cannot do without hobbies if we want to make our life worth living A mind vacant is a mind distressed But hobbies fill our leisure hours with pleasure They give us both occupation and joy in our old age when we have retired from active life,

41 The Wonders of Science

The 20th century is an age of science Science has now become a part and parcel of our daily life Innumerable indeed are the blessings of science It grows our food , it cooks our food it lights our houses , it cools us in summer and heats us in winter It transports us quickly from one place to another and from one country to another It provides us with means of entertainment and recreation , it cures diseases which were formerly thought incurable In fact, there is hardly anything which science does not do for us It has added greatly to the human comfort and happiness

The impossibilites of yesterday have become the possibilities of today Railway trains have now become a thing of the past. Travelling by air is now becoming more and more popular England is now only ten hours away from India. The day is not far off when it will be hardly six hours away from India.

We can now have our breakfast at Delhi ; our lunch at Bombay and evening tea at Delhi again. Such a thing would have appeared impossible only fifty years ago.

The wireless is another wonder of science. Sitting in our homes we can enjoy songs, talks, musical concerts, etc., going on in England, America or Russia, thousands of miles away. Is it not a great achievement of science ?

Television goes a step further. We cannot only hear the sweet voices of the radio singers but also see their faces with the help of a television set.

Man has conquered time and distance. Now there is hardly any country in the world which is beyond the reach of the radio. Man has conquered air. Now he wants to conquer space also. Man has already landed on the Moon. Already in England and America people have booked passages by the first rocket that would take passengers to the Moon.

Atomic energy has now vast possibilities of use for peaceful purposes. It has released energy at the cheapest rate possible. America and Russia have already launched artifical moons. Russian Sputniks and American Apollos are perhaps the greatest miracles of science.

Science has also conquered diseases. Penicillin is a wonder drug that can cure many diseases. B.C.G. vaccination can prevent the occurrence of T.B. Ultra-violet rays have now been used in curing certain incurable diseases like cancer and AIDS. X-rays have been used for locating secret diseases and invisible matter inside the human body.

Such are the wonders of science. The next world war, when it comes, will destroy the whole of mankind. Then science, instead of proving a blessing, will prove a curse.

42. Technical and Vocational Education

Purely literary education is of little use these days. It creates in us a dislike for manual labour. It discourages the application of the hands and the muscles. That is why literary education does not fulfil the need of the day. A prominent Englishman says, "An Indian graduate while working in the workshop will never put off his coat, but watch the whole working of the machinery as if he were a visitor to the shop rather than a worker with his machine."

Technical education is the need of the hour. An ordinary graduate has no market value these days. The market is full of graduates and people do not want them. A graduate is not fit for anything but a clerkship in a petty office. Put him into business and he cuts a sorry figure there. Ask him to manage a shop and he makes a mess of the whole thing. Even clerkships are not bestowed upon all. They fall to the lot of the lucky few only. It is, therefore, necessary that our graduates should be given technical training side by side with literary education.

Technical education will infuse us with the dignity of labour A man who receives literary education despises manual work But now-a-days nothing can be achieved without manual work. The need of the present hour is that our youths should be taught to love manual labour

No nation has become great without industry In India we have plenty of raw materials Cotton is grown in India on a large scale, and this can help us to start textile mills Coal is found in India for our steam-engines to carry on their work Iron mines are also found in India and our mechanics can be engaged in manufacturing tools instruments and machines Thus technical education will enable us to make use of these raw materials and turn them to profitable purposes

Technical education will strengthen our nerves and increase our muscular strength It will provide us with a training of the head and the hand In a technical school we shall be required to use our hands and muscles to exercise our brains, and to observe with our own eyes

Technical education will also raise the working classes to a self-respect and dignity hitherto unknown among them The time has come when the discoveries of science will be put into a practical shape and the students will be taught to put into practice their theoretical knowledge. This can only be done with the help of technical education

Lastly, technical education, if imparted on an extensive scale to the youths of our country, will not only make them self-sufficient but also raise the standard of living of our masses It will automatically solve the problem of unemployment which our country is facing these days

43 The Book Which Has Impressed Me Most

I have read many books, but the book which has impressed me most is *Ramayana* This is a book which is liked by everybody, the young and the old, the rich and the poor One is never tired of reading it. In fact, the more one reads it, the more interested one feels in it One therefore likes to recommend this book to others for study

The book is full of many wise things. One who reads it is the better for it. It makes one s life noble , one's thoughts pure. It teaches us how to treat others and how to face life Though it deals with the lives of kings and heroes, yet it tells us of things which even an ordinary man can practise

It teaches how a son should be obedient to his father Rama went into exile, because his father ordered him to do so

The book also shows us the ideal of wifely faithfulness. When Sita heard that her husband was going to the forest she also made herself ready to accompany him He told her many times that it was not advisable for her to

do so. But she would not listen to him. She liked the company of her husband even in the forest better than the comforts and pleasures of the palace.

The book also shows us what real brotherly devotion is. When Lakshmana heard that Rama was going away he made up his mind to follow him. All tried to dissuade him from doing so, but he would not listen to them. He said, "I would rather live in the forest with my brotehr than in a palace without my brother."

Even Bharat did not feel happy when he heard that Rama had gone to the forest. He went so far as to reproach his mother for having done that wrong. In the end he himself went to the forest to request Rama to come back. He placed Rama's sandals on the throne, and ruled as a viceroy for his elder brother.

The book tells us many other wise things.

44. The Profession You Wish to Choose

There are various professions open to a young man. Teaching is one. It is a noble profession to shape the lives of young boys and girls and help them to become better citizens of the country they belong to. But a teacher has to work very hard and is to remain content with very low emoluments. Then there is law. But the legal profession is overcrowded. Moreover, a lawyer has to kill his conscience at every step since he is often required to defend a criminal, which is nothing short of committing a crime himself. In engineering, however, there are excellent opportunities for a young man to distinguish himself, but the jobs cannot be available to all. Lastly, there is business with its glittering prizes ; but the financial difficulties deter me from going into business.

I want to follow the profession of my father ; that is, I want to become a doctor. And I have my own reasons for choosing this profession. Firstly, the medical profession is looked upon as a very noble profession by both the rich and the poor. A doctor has a social status which no other profession confers upon a young man. People do not think much of teachers ; they think very poorly of lawyers, and they look down upon businessmen for their unscrupulous ways, but they hold doctors in high esteem.

Secondly, it is an independent profession. You need not dance attendance upon the rich and the great for advancement in life. Your success depends upon your medical skill, intelligent diagnosis, patient research, sympathetic attitude, and selfless and dedicated service.

Thirdly, it brings you rich rewards in life. Financially, it brings you enough money to live in luxury and ease. There is no limit to a doctor's

income There are very few doctors who have to face financial difficulties in life Almost all of them earn a decent living and get on nicely in the world

Lastly, I like this profession not because it will bring me money and social status but because it will afford me an opportunity to mitigate human suffering Man s ambition in life is not only to amass wealth but to serve his fellow-beings And who can serve suffering humanity better than a doctor who cures the sick, relieves the pain of the wounded, and helps people to lead healthy happy lives ? To save a peson from death is the highest act of charity and nobility And this a doctor can do

These are the various reasons that prompt me to become a doctor

45 Manners Maketh the Man

What do we mean by 'Manners Maketh the Man' ? According to some people, he alone possesses manners,who rises from his seat when an elderly gentleman enters the room, smiles when he meets a friend, and pats children on the back when he sees them He who thanks you when you hand him a piece of blotting-paper, says that he is glad when you meet him, and expresses regret when you leave him, is thought to be one who possesses manners One who asks about your health when you see him, and puts to you questions about the welfare of the members of your family, is said to be a person who possesses manners

All these things are true A man who possesses manners is one who is not a violent, noisy, showy and irritating creature He is never rude. He never offends other people He is always correct in his behaviour He is always graceful in his mode of address

But when we say that 'manners maketh a man', we do not take manners to mean these little tricks of behaviour by which people set so much store Manners surely go deeper than that. The author of this saying meant by it something which we do not understand now According to him, manners mean "character", which is based on moral principles For him that man only had manners, who was not cold and selfish, proud and cowardly He believed that a man could have manners even though he possessed no wealth, had no very high social position, could not afford fine clothes, did not possess university distinctions, and did not know how to say, "Thank you", and "glad to meet you" In other words, in the writer s eyes he only was a man, and he only possessed manners who was full of regard for the feelings of others A man who does not wound the feelings of others, who is respectful to the elderly kind and courteous to his equals, and considerate to his inferiors alone possesses manners

A man may dress as smartly as he pleases ; he may know all etiquette by heart, but still he may lack a knowledge of manners. It should be remembered that manners are not something superficial, but the expression of the kindness of our heart.

The heart should come first and manners should come next. Manners should, therefore, be in no case a cloak for insincerity, for selfishness, for pride and unkindness. People should not think that manners can compensate for the lack of kindness. He only is a man and he alone possesses manners, who is kind at heart, and whose sole aim in life is not to do wrong to anybody.

46. Union is Strength

In Aesop's Fables there is a story which tells how an old man is troubled to find his sons always quarrelling among themselves. He is afraid that the family will be quite broken up when he dies. He is anxious to leave behind a united family. So one day he calls his sons together, and, giving them a bundle of sticks, asks them to break them for him. Each of them tries in turn, but, though they are strong, they fail to break the sticks. Then he unties the sticks and tells them to break each stick by itself. Now they easily break the sticks. It is in this way that the old man impresses upon his sons that union is strength. He tells them that if they live together as one family, they will be strong, but if they quarrel among themselves and live separately, they will be weak.

Take a football or a hockey team. If the members of the team play together and help one another, they will form a strong team. It will be very difficult for the other teams to defeat them. But if they are split up into groups when they play in a match, they will surely be defeated.

Sometimes a school or a college suffers seriously because the members of the staff are divided. They quarrel among themselves and neglect their work. The result is that the school or the college goes down. Its evil name spreads abroad. Often a whole town suffers, because the municipal committee is divided into parties, which, instead of looking after the sanitation of the streets, hospitals, schools, work-houses, water-supply, or education, spend their time in throwing mud at one another.

The same is true in war. A large army, whose officers are not united among themselves, is very easily beaten by a smaller but united army. It was the maxim of Napoleon, "Divide and Conquer". He won some of his great victories by attacking a country when alone before the other nations could come to its aid ; or he would weaken a strong nation by dividing it up into quarrelling parties and then he would crush it.

The same plan is adopted by those governments that want to rule another nation They follow the policy, 'Divide and Rule' They would create dissensions in a nation and then rule it. It is true 'United, we stand, divided, we fall'

VI SPECIMENS OF IMAGINTIVE ESSAYS

47 What I Would Do if I Were Rich

India is a land of poor people There are some people who are so poor that they cannot get even two square meals a day There are others who have not enough clothes to wear Again, there are some who have no houses to live in And some are so helpless that when they fall ill they cannot afford to buy medicines

If I were rich, I would try to feed and clothe the poor and the naked I would even provide some of them with houses I would open hospitals where the sick could get medicines free of charge

I would also start night schools for the uneducated, where they would be taught to read and write Education would make them take an interest in their lives It has been truly said by a very wise man that he who opens a school closes a prison I think by giving education to the poor, I shall make them better and happier people

There are some poor people who are able bodied but have no work to do I would start industrial schools for such people, and instruct them in such trades as might enable them to earn their livelihood

Lastly, I would open as many libraries and reading rooms for the poor as I could There they would get newspapers and magazines to read These would give them news from all parts of the world They would also find delightful books to read They would get biographies stories, and books on history and travel I remember once I gave a poor man the biography of a great man to read I was surprised to learn that he read with interest the whole of it in two days When he came to return the book to me I could observe a glow on his face I asked him why he felt so happy "Why, Sir," said the man, "I know I shall one day become as great as this French potter He was once poor like me" I was glad that the book had given a poor workman the idea of becoming important in life

These are some of the things I would do for the poor, if I were rich

48 What Will You be ?

"What will I be ?" is a question that worries many boys They pass restless days and sleepless nights in thinking over this question, and yet it defies solution The boys really do not know what to do

One thing is, however, certain that boys should not be led by their fancy in this matter. A boy who read stories of exploration thought of becoming an explorer, but being sickly and weak he came to grief. Similarly, another who had been reading romances thought of marrying a princess, discovering a hidden treasure, and of founding a kingdom, but all his dreams came to nought. He ended by being the head of his village school, when he married a village girl, and eked out his living by agriculture.

Most of us run after the glittering prizes of Government service. If we are modest and contented, fond of books and leisure we want a job in the Education Department. If we are interested in mechanics and the work of construction, we wish to succeed in the Department of Public Works. A young man, who is skilled in the use of figures, thinks of serving under the Accountant-General, and one who loves power and influence wishes to be in the Police, the Judicial or the Executive Department. Thus most of the brightest of our young men have their eyes fixed upon a comfortable Government job. This is, of course, natural. The Government service means a regular and handsome pay, security of service, and decent pension after one retires. This is, however, to be borne in mind that in the Government services the ranks are full, and though there are many who try to get in, there are very few who succeed.

On this account, many young men prefer law, medicine, or business, to Government service. But in law and medicine also, for one man who succeeds there are twenty who fail. Though some lawyers and doctors live in big bungalows and have their motor-cars, many can hardly make both ends meet. It is because both these professions are overcrowded, and it takes a long time for a young man to make his way there. Business might bring untold wealth, or lead to dire poverty. He who takes up business, therefore, must be prepared for the reverses of fortune.

I think the time has come when young men should not think of being clerks in offices, schoolmasters in high schools, journalists, foresters, or excise inspectors only, but should also think of such things as growing fruit, keeping poultry, running grocers' shops, rearing silkworms, and other such honourable though modest professions.

49. The Adventures of A Five-Rupee Note

It was about five yeas ago that I, a piece of clean, bright paper with words and figures clearly printed and with colours fresh and charming, came out of the currency office.

I was proud of my handsome appearance. My first migration was from the currency office to the Reserve Bank of India, Bombay. There I lay for

some time indistinguishable in a throng of similar notes For seven days I remained imprisoned with ninety-nine other companions in the cashier's safe I was wondering how long my imprisonment would continue !

At last my turn came I was released from my captivity, for the cashier gave me away to a clerk who was very lavish in spending money I remained in his purse for about six hours, when his son, who was a school going boy, came to him and asked for money

I now passed on to Tony as that was the name of that boy He at once went along with his friends to the school canteen, had tea and handed me to the manager Here I again remained in confinement in his safe for about a day, but his son took me out and handed me to a rickshaw puller

It was indeed a sad change for me I felt an extreme pain when the man touched me with his rough thick and dirty fingers I felt a strange recoil of horror at that time, but shrank from giving vent to my true feelings He folded me into five or six layers and put me into his pocket.

I lay for some time in the pocket of the ragged coat of the rickshaw-puller and came to be soiled with dirt which greatly tarnished my original brightness At this I felt a sharp pang of pain

Then I passed from the rickshaw-puller to a merchant. I was given in exchange for a ten rupee note I enjoyed the protection of the merchant for some time but soon I passed on to his little daughter—a bright young girl who touched me again and again with her neat little fingers I was overjoyed to find that she liked me so much

But I was not destined to enjoy her sweet company for long She gave me to her elder brother who passed me on to the cashier the next day and now I lie in the cash box with ninety other companions

Exercise 197 *Write short essays on the following subjects* —

1 Good Manners.
2 Discipline
3 Recollections of Early Childhood
4 Joys of School Life
5 Value of Games and Sports
6 Communal Harmony
7 Life in an Indian Village
8 The Profession You Wish to Choose
9 If I Won a Lottery
10 Social Service should be Compulsory
11 An Unwelcome Guest.
12 Life without Newspapers
13 My Duty to My Country

14. The Miracles of Science.
15. Sportsman-like Spirit.
16. The Right Use of Leisure.
17. Modern Means of Transport.
18. If I were a Millionaire.
19. How Science Has Changed Our Daily Life.
20. Five Year Plans.
21. Present Day Fashions (in Clothes).
22. If I were the Principal of My School.
23. The Foreign Country I Most Wish to Visit.
24. National Integration
25. If You Had the Choice, What Would You Like to Be, a Doctor, an Engineer, a Teacher ?
26. What Makes a Happy Life ?
27. Wonders of Electricity.
28. The Pleasures of Mountaineering.
29. Indoor Games.
30. My Hobbies.
31. If There Were No Newspapers.
32. Pleasures of Reading.
33. If I Were the Prime Minister.
34. If I Were the President of My Municipality.
35. Importance of Olympic Games.